

MEMPHIS SCHOOL OF EXCELLENCE CORDOVA

A Charter School Application



Submitted by:

Read Foundation

April 1, 2019

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New Application

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GENERAL INFORMATION

Name of proposed school: Memphis School of Excellence Cordova

Projected year of school opening: 2020

Charter authorizer for proposed school: Shelby County Schools

Sponsor/Sponsoring Agency: Read Foundation

The sponsor is a not-for-profit organization with 501(c)(3) status: Yes ☒ No ☐ In Process ☐

Model or focus of proposed school: 6-12; Focus on STEM

Name of primary contact person (this person should serve as the contact for follow-up, interviews, and notices regarding this application):

Muhammet Turkey

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Names, current employment, and roles of all people on school design team (add lines as needed):

Full name	Current job title and employer	Position with proposed school
Muhammet Turkey	Executive Director, MSE	Executive Director
Samuel Beyhan	Director of Operations, MSE	Director of Operations
Gabriella Nelson	Director of Academics, MSE	Director of Academics
Gregory Thompson	Financial Adviser-Consultant, GT3 Group	Financial Adviser-Consultant

Name of proposed school leader (if any): To be determined

Proposed school leader's current employment: _____

City or geographic community: Cordova

Does the proposed school intend to contract or partner with a charter management organization (CMO) or not-for-profit education service provider? Yes _____ No ☒

If yes, identify the CMO or other partner organization: _____

Does this applicant have charter school applications under consideration by any other authorizer(s)? Yes ☐ No ☒

If yes, complete the table below, adding lines as needed:

State	Authorizer	Proposed School Name	Application Due Date	Decision Date	Proposed opening year

Indicate Applicant Type:

- ☐ New-Start Applicant
- ☐ Existing TN Operator Proposing New Focus/Grade OR Existing non-TN operator OR Existing ASD operator
- ☒ Existing Tennessee Operator Proposing Exact Focus/Grade Structure

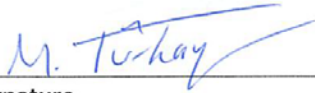
ASSURANCES

As the authorized representative of the sponsor, I hereby certify that the information submitted in this application for a charter for Memphis School of Excellence Cordova is true to the best of my knowledge and belief, realizing that any misrepresentation could result in disqualification from the application process or revocation after award; and if awarded a charter, the school:

1. Will operate as a public, nonsectarian, non-religious public school, with control of instruction vested in the governing body of the school under the general supervision of the chartering authority and in compliance with the charter agreement and the Tennessee Public Charter Schools Act;
2. Will follow all federal, state, and local laws and regulations that pertain to the operation of a public school, unless waived according to T.C.A. § 49-13-105;
3. Will provide special education services for students as provided in Tennessee Code Annotated Title 49, Chapter 10, Part B of the Individuals with Disabilities Education Act; Title II of the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973;
4. Will adhere to all provisions of federal law relating to students who are limited English proficient (LEP), including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, that are applicable to it;
5. Will follow all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, national origin, religion, ancestry, or need for special education services;
6. Will utilize this application as a contract with the authorizer, if no other agreement is signed, pursuant to Tennessee Attorney General Opinion No. 10-45;
7. Will comply with all provisions of the Tennessee Public Charter Schools Act, including, but not limited to
 - a. employing individuals to teach who hold a license to teach in a public school in Tennessee;
 - b. complying with Open Meetings and Open Records laws (T.C.A. §§ 8-44-101 et seq.; 10-7-503, 504) (guidance is available from the Office of Open Records Counsel);
 - c. not charging tuition, except for students transferring from another district to the school pursuant to the local board's out-of-district enrollment policy and T.C.A. § 49-6-3003;

- d. following state financial (budgeting and audit) procedures and reporting requirements according to T.C.A. § 49-13-111, 120, and 127;
- e. requiring any member of the governing body, employee, officer, or other authorized person who receives funds, has access to funds, or has authority to make expenditures from funds, to give a surety bond in the form prescribed by T.C.A. § 8-19-101; and

8. Will, at all times, maintain all necessary and appropriate insurance coverage.



Signature

Muhammet Turkey

Printed Name of Authorized Signer

Executive Director

Title of Authorized Signer

Section 1: Academic Plan Design and Capacity

1.2 Enrollment Summary

In this section:

- a. Describe the community from which the proposed school intends to draw students, including the demographic profile and school zones within the LEA.**

Our school will be located in the Cordova area of Memphis, which is zoned under Shelby County schools. In recent years, Cordova has experienced rapid commercial and residential growth – many new businesses and organizations have opened, and numerous housing developments have been, or are in the process of being, built across the Cordova area. Since the most recent available census data is from 2010, the demographic profile captured during the census does not mirror the demographic profile of students currently enrolled in the public schools operating in Cordova. Given this discrepancy, the following chart details the demographic profile of students enrolled in every public school operating in Cordova as detailed on 2018 State report cards:

School	Percentage of Black, Hispanic, and Native American Students	Percentage of Economically Disadvantaged Students	Percentage of English Learner Students	Percentage of Students with Disabilities
Chimneyrock Elementary School	79.6%	36.8%	11.6%	11.2%
Cordova Elementary School	78.7%	37.2%	8.3%	11.9%
Dexter Elementary School	84.7%	46.3%	9.7%	10.3%
Macon-Hall Elementary School	78.4%	26.7%	5.2%	7.4%
Riverwood Elementary School	71.8%	25.4%	5.7%	8.1%
Cordova Middle School	80.4%	32.2%	6.1%	11.9%
Dexter Middle School	89.1%	39.8%	4.9%	13.6%
Cordova High School	86.9%	32.4%	6.8%	12.4%

b. Provide a rationale for selecting the community where the proposed school will locate.

The rationale for selecting the community where the proposed school will locate revolves around three primary reasons: 1) help alleviate the problem of over-enrollment of the public schools currently in operation in Cordova; 2) expand public school choice in Cordova for parents; and 3) offer students the opportunity to engage in STEM-centered academic program.

As indicated above, the Cordova area of Memphis has experienced recent rapid commercial and residential growth, which has yet to slow. Continued growth of both businesses and households is predicted to further populate the Cordova neighborhood in the upcoming years. While commercial facilities and housing developments have been built in response to this growth, the creation of enough new schools to accommodate the growing number of school-aged children, as well as provide families with school choice has not kept pace with demand. More specifically, there are currently only two middle schools and one high school operating in the Cordova area. While SCS's Supplemental Information for Charter School Applicants indicates that the average middle school building utilization is only currently 69%, we project that the middle schools will soon reach, and eventually exceed, enrollment capacity. More specifically, the five public elementary schools operating in Cordova currently serve a combined total of about 4,000 students across the schools. With the matriculation of these elementary school students and projected continued growth of the Cordova area, the middle schools will soon reach capacity and will eventually become over-enrolled. Additionally, the average high school building utilization is 108%, indicating that the one public high school option in Cordova is already overenrolled. Accordingly, we selected Cordova, in part, to alleviate the problem of anticipated and current over-enrollment.

With only two public middle schools and one public high school currently in operation, parents seeking a public school education for their child(ren) currently have limited options in Cordova. One middle school and the high school are large, with enrollments of more than 700 and 2,000 students, respectively. While the other middle school currently serves approximately 400 students, both middle schools are about 30% under-enrolled, which means a much larger student body upon reaching enrollment capacity at both schools. While some parents may prefer a large school setting for their child(ren), other parents may wish to send their child(ren) to a small school but do not have the option to currently do so in Cordova. We intentionally designed our school to be small to keep class sizes down, to provide an individualized learning environment, and to cultivate a family-like school culture. By year six of operation, we will be operating at capacity with enrollment capped at 525 total students across grades six through twelve. Our school will provide parents seeking a small school environment for their child(ren) an option that does not currently exist in Cordova.

Further, both middle schools and the high school operate as traditional public schools. Similar to size, some parents may prefer a traditional school. Others, however, may want another public option, which is not currently available to them in Cordova. Under the traditional model, schools must implement the district's curricula and administer specific district-mandated assessments, as well as adhere to the district's academic and operational policies and procedures. Our school will operate as a charter, which will grant us certain autonomies that traditional public schools

do not enjoy. While we will be accountable for meeting established school goals – including academic, operational, and financial targets, as well as will be required to administer all State-mandated assessments – we will have more control over our academic and cultural programming, as well as more freedom around the operation of the school. Such autonomy will enable us to implement an innovative academic program, which will have a strong science, technology, engineering, and mathematics (STEM) focus (discussed in more detail below).

c. Discuss the academic performance and enrollment trends of surrounding schools in that community.

School	Total Enrollment	Graduation Rate	On Track Plus Mastered Rate 2018 ELA	On Track Plus Mastered Rate 2018 Math	School TVAAS Composite Rating	School TVAAS Rating 2018 Literacy	School TVAAS Rating 2018 Numeracy
Cordova Middle	731	N/A	21.2%	13.8%	1	2	1
Dexter Middle	411	N/A	20.5%	17.3%	5	5	5
Cordova High	2210	87.2%	13.8%	6.3%	1	1	1
SCS Average	N/A	79.6%	20.4%	19.6%	2	5	1
State Average	N/A	89.1%	32.8%	33%	Data Not Available		
SCS Average Middle School Building Utilization in Cordova						69%	
SCS Average High School Building Utilization in Cordova						108%	

As explained above, the Cordova area of Memphis has experienced recent rapid commercial and residential growth, which has yet to slow. Per the United States Census, the total population of Cordova was 52,262 in 2010. Estimates put the total population at 60,762 as of 2017, which is 16.3% increase in just seven years. Despite this growth, there are currently only two public middle schools and one public high school operating in the Cordova area. While Shelby County Schools (SCS) Supplemental Information for Charter School Applicants indicates that the average middle school building utilization is only currently 69%, we project that the middle schools will soon reach, and eventually exceed, enrollment capacity. More specifically, the five public elementary schools operating in Cordova currently serve a combined total of about 4,000 students across the schools. With the matriculation of these elementary school students and projected continued growth of the Cordova area, the middle schools will soon reach enrollment capacity and will likely eventually become over-enrolled. Additionally, the average high school building utilization is 108%, indicating that the one public high school option is already over-enrolled.

According to SCS' School Performance Scorecards for the 2017-18 school year, both of the public middle schools operating in Cordova exceeded the district's average for on-track plus mastered rates in English language arts (ELA); however, neither middle school met the State's average. Both of the middle schools also fell below the district and State's average in mathematics. Additionally, one middle school earned a Tennessee Value-Added Assessment System (TVAAS)

composite score of 5 while the other received a 1. The high school currently in operation in Cordova was significantly below the district and State's average for on-track plus mastered rates in ELA and mathematics and earned a composite TVAAS score of 1. While the high school exceeded the district's graduation rate, it did not meet that of the State.

Our school would provide parents with another much-needed high-quality public-school option in the Cordova area. Since opening in 2010, our network has a solid track record of success. More specifically, since its first graduating class in 2014, MSE has consistently graduated nearly 100% of seniors, with graduation rates of 100% from 2014-16 as well as 2018, and a 98% graduation rate in 2017. Further, in 2018, 100% of graduates were accepted into college, the majority of whom participated in the TN Promise Program and collectively earned more than \$6M in scholarships.

The school: has significantly increased its American College Test (ACT) score average over the past 5 years (from 13.8 in 2014 to 18.8 in 2018); ranks #5 among all Shelby County Schools (SCS) high school in terms of the percentage of its graduates who are college-ready; and is in the top quartile of all SCS high schools for its ACT average. These successes contributed to MSE being recognized by *US News and World Report*, which ranked it the #1 charter high school in Tennessee and #26 among all high schools in the State.¹

In 2016, Tennessee moved to more rigorous State standards and tests, which resulted in a significant decline in student proficiency rates across Shelby County and the State. Despite the more challenging academic environment, MSE has performed well among its peers in math and English Language Arts (ELA) – as well as in academic growth.

On SCS' School Performance Framework (SPF) in 2017-18, MSE ranked #12 of 82 middle and high schools in the district and #8 of 42 high schools. In 2016-17, MSE's SPF was ranked #4 among all SCS high schools. In terms of math and reading/language arts proficiency, MSE has performed in the top 20% of all middle/high schools in the district over the past two academic years. Finally, MSE has consistently achieved strong TVAAS scores over the past 8 years, achieving a Level 4 or 5 in seven of the last eight years. We are eager to expand to the Cordova community to provide the area with a high-quality middle and high school option that will help to alleviate anticipated and current over enrollment, as well as provide parents with a high-quality option to increase public-school choice in Cordova.

d. Describe the specific population of students the proposed school intends to serve.

We intend to serve students residing in the Cordova neighborhood, as well as students living in the areas immediately surrounding Cordova. Accordingly, we anticipate that the majority of our students will qualify for free and reduced-price lunch as indicated by PowerSchool data. We also predict that the majority of our student body will be composed of students of color. More specifically, we anticipate that most of our students will be African American. We also predict that Latino students will account for approximately a fifth of our student body, followed by Caucasian and Asian students. Given enrollments in public schools currently operating in

¹ <https://www.usnews.com/education/best-high-schools/tennessee/districts/shelby-co/memphis-school-of-excellence-147620>

Cordova, we anticipate that approximately a twelfth of our student body will be students with special needs and less than a tenth will be students who are English language learners (ELLs).

e. Summarize what the proposed school would do more effectively than the schools that are now serving the targeted population.

As described above, our network has a solid track record of success. We intend to replicate the exact grade structure and focus of our school currently in operation in Hickory Hill. We are confident that the replication of our model will also result in positive student outcomes and success in Cordova. The following explains the key design elements that we will implement to more effectively serve the students of Cordova:

- **Enriched Curriculum:** Our curriculum and learning environment will provide all students with access to engaging, stimulating, and rigorous curriculum. More specifically, our curriculum will be personalized, inquiry-based and, as applicable, aligned to the Common Core State Standards (CCSS), Next Generation Science Standards, and Tennessee Academic Standards. STEM will be infused across our academic program, and students will have ample opportunities to apply their learning through projects and science fairs. In addition, all students will take a STEM class that will employ the Code.org curriculum. We also plan to have a robotics club; all students will have the opportunity to join. The robotics club will meet regularly and will expand on the STEM concepts and skills learned during the school day. Members will have the opportunity to compete in local, State, and national competitions. The club currently active at our school in Hickory Hill has enjoyed numerous wins and top placements in competitions over the last several years. Further, we will implement Math Counts and American Math Competition as extracurricular activities, which will also serve to further reinforce and extend STEM skills and concepts learned during the school day.
- **Technology Integration:** To support our STEM focus, as well as equip students with the technology skills needed to succeed in the 21st century, all students will take a technology class as an elective. This class will teach and reinforce the fundamentals of effectively using a computer, as well as expose students to more complex STEM-related concepts and activities through the implementation of code.org curriculum, which will enable students to master the fundamental, as well as more advanced, principles and concepts of computer science. Additionally, the technology classroom will be outfitted with a three-dimensional (3-D) printer, which will allow students to participate in numerous STEM projects, such as creating the specifications for, and printing, a working prosthetic hand (among other items). Additionally, technology will be infused across other disciplines. Laptops and iPads will be readily available for teachers to use during instruction; classrooms will be outfitted with technological tools such as document cameras and SMARTboards to utilize during instruction. We will also provide a fully outfitted computer lab. Our robust integration of technology across contents and classrooms through the use of computer-based programs such as Accelerated Reader, Accelerated Math, iReady, MobyMax, Kuta, and Study Island, as well as digital curricular resources, will better equip students with critical skills and will enable us to implement our STEM focus.
- **Standardized and Authentic Assessment:** To ensure that students are mastering the standards and content taught through our enriched curriculum, we will implement a robust assessment program. We will administer all required State standardized assessments, as well

as regular benchmark assessments, to gauge student proficiency on pre-established benchmarks of learning at specific points in time. Benchmarks will be formative and summative, allowing teachers to adjust instruction to meet the needs of every student and enabling teachers to discern proficiency rates. We will also measure student growth through administrations of the Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) assessment three times a year. Our authentic assessment system will work to complement the standardized assessments we administer. Teachers will collect and analyze student work over time; work samples and teacher observations will be housed in student portfolios, enabling teachers and students to see progressive growth.

- **Effective Intervention:** All students will have individualized learning plans that guide and are responsive to students' individual learning needs. We will also provide numerous tutoring opportunities, including before and after school, on Saturdays, as well as with peers and mentors. For students in need of additional academic and/or behavioral support, we will implement a robust Response to Instruction and Intervention (RtI²) program to ensure that all students receive the support they need to be successful. We will also provide robust English language learner programming to ensure that students who are acquiring English language proficiency receive all needed and legally-mandated services and supports.
- **Robust Support for Instructional Staff:** To ensure that our instructional staff provides rigorous, high-quality instruction and effectively implements our academic focus and model, we will provide robust supports. More specifically, every teacher will be assigned an instructional coach who will provide individualized support through observation and feedback cycles, as well as unit and lesson plan design and implementation support. Every teacher will have two daily planning periods to enable teachers ample time to create and revise plans. Further, we will provide extensive assessment and data supports. Leadership will create all benchmark exams for teachers. In addition, we will offer an electronic test center, which will enable teachers to enter tests and have scantrons created and graded by the center. The center will also allow teachers to assign standards to every question. The center will provide teachers with easy access to disaggregated data to the question and standard level, as well as by subpopulation, cohort, and individual student levels, to inform upcoming instructional plans. To support teachers in using the center and becoming fluent in data, we will offer robust professional development (PD) and support around data-driven instruction (DDI) throughout the year. Further, we will implement a "Grow Your Own Administration" program, which will build leadership capacity.
- **Parental Involvement:** We believe that parents are our partners; we will actively engage parents and community members in the life of our school. We will build strong family-school partnerships that will strengthen support for learning and encourage parent involvement through methods such as the following, which are thoroughly described in the Community
 - Parent-Board Member
 - School Advisory Council
 - Parent-Teacher Organization
 - Orientations
 - Meet-and-Greets
 - Parent-Teacher Conferences
 - School Events
 - Volunteering Opportunities
 - Parent Information Room
 - Parent Recognition Program

- Home Visits
- Communication Methods (school website, social media (e.g., Facebook, Instagram, Twitter, YouTube, Google Business Site), school database, parent mobile application, language translation services, monthly newsletter, phone calls, emails, in-person communications, suggestion boxes)
- Adult Education Classes
- Parent Academy

f. If you are an existing operator, describe any enrollment practices, processes, and policies that will differ from the existing school.

The enrollment practices, processes, and policies that we will implement at the proposed school will not differ from those currently being implemented at our existing school.

g. Complete the enrollment summary and anticipated demographics charts below.

Anticipated Demographics	% of Economically Disadvantaged Students	% of Students with disabilities	% of English language learners
African American: 70% Latino: 20% Caucasian: 8% Asian: 2%	70%	12%	7%

1.12 Community Involvement and Parent Engagement (after school opens)

In this section:

a. Describe student recruitment after the school has opened. How will it differ from pre-opening recruitment?

Once our proposed school opens, we will expand our marketing and recruitment efforts to ensure that we fulfill enrollment targets every year. We will still employ many of the same recruitment strategies as we do during our pre-opening year: developing and distributing marketing materials in languages other than English; visiting community centers and hubs (e.g., faith-based organizations, businesses, feeder schools); placing advertisements; and employing social media. However, after we open, we will shift the focus of many of our recruitment efforts to highlight the school as it exists in operation. More specifically, on our website and social media accounts, we will feature current school events and programming. We will advertise upcoming events, highlight events immediately after they occur, and celebrate the success of past events, creating multiple points of exposure for each. In short, with permission, we will highlight students who are enrolled in our school engaging in school activities so that potential parents and students can appreciate the student experience while attending our school. On our website and every social media account, we will also solicit the contact information of prospective families, enabling us to cultivate a robust database of potential students. In addition to our website (also discussed below), the social media outlets we intend to utilize are:

- **School website:** We will maintain a comprehensive website that is informational and easy to navigate. Our website will advertise our academic program and upcoming events for students, as well as families and the community, so that prospective students and parents can see the wide range of programming and activities offered by the school. The website will also feature special happenings and recognitions, such as visits from local officials and community members and results from sports and robotics competitions. Additionally, our website will provide potential students and parents with valuable academic information, including access to our State report card, which will showcase and educate prospective students and parents about our school's success. Our enrollment form will always be prominently featured on our website so that interested students and parents can easily complete and submit the form electronically.
- **Facebook:** We will leverage our Facebook page to serve as a complement to our school website. We will regularly post upcoming school activities, as well as provide accounts of school events by posting pictures and descriptions as soon as activities unfold so that prospective students and parents can gain a fuller perspective of the student experience while attending our school. We will include hashtags and links to our other social media account(s), as well as to our website, to drive traffic to our other outlets. A direct link to our enrollment form will also be embedded on our page, allowing potential students and parents to easily locate and complete the form in the moment of interest. We will also place advertisements for our school on Facebook, increasing our exposure.
- **Twitter:** Our Twitter account will dovetail the content contained on our website and posts to our other social media outlets. We will regularly tweet about school events and programming, as well as content related to our school, such as STEM. We will utilize Twitter's

streamlined approach to communication to our advantage, posting links to our website and other social media account(s) to drive traffic to other outlets. In our profile, we will also provide direct links to our enrollment form so that interested students and parents can easily access, complete, and submit the form.

- **Instagram:** We will also advertise our school through postings on Instagram. Like our other social media accounts, we will upload videos and pictures of school activities immediately after they occur to expose prospective students and parents to our event offerings. We will also link our other accounts to our Instagram to direct users through our social media suite and school website. Our enrollment form will be easily accessible to those interacting with our Instagram account.
- **YouTube:** We will maintain a YouTube channel where we will post videos of school events to attract potential students and parents. We will also utilize YouTube to answer questions; more specifically, we will produce a Frequently Asked Questions (FAQs) video. The FAQs video will feature the commonly-asked questions by students and parents. School staff will answer these questions and direct viewers to resources if they want additional information. We will embed links to our website, enrollment form, and other social media accounts on our YouTube page.
- **Google:** We have established a Google-verified Google Business Site, on which we will upload pictures of school events and activities, as well as other notable school happenings. We will also publish news about our school on our Google site to inform prospective parents and students about our mission, model, and programming. We will also leverage the ability to manage advertisements about our school through our Google site, as well as drive traffic to our other social media accounts via links. Our Google site will also allow us track searches, which will enable us to refine our recruitment plans if analysis of search data deems it necessary.

In addition to our website and active social media campaign, we will hold open houses for prospective students and parents to enable them to see our school in operation first hand. Open houses will occur at least seven times a year, mostly during third and fourth quarter. During open houses: potential students and parents will receive a comprehensive tour of the school; will be provided with literature further highlighting and explaining the school; will be given an enrollment form and will be offered support in completing the form; and will have the opportunity to ask any questions. We will also advertise and demonstrate our robust school database and parent mobile application during open houses. We will show parents how they will be able to access information about their child(ren) through our school database and parent mobile application, including upcoming class activities, assignments, and projects, as well as grades and test scores. Additionally, we will demonstrate how behavioral and attendance data will be contained in the database and application, so parents can track their child(ren)'s conduct, as well as be alerted to absences and tardies. Further, we will emphasize how the database will serve as a direct link between teachers and students. Teachers and parents will be able to leave notes for, and send, electronic communications to each other, enabling frequent and fluid communications.

Open house participants will be asked to provide some personal information such as name, mailing address, phone number, and email address, which will enable us to keep in contact with

them after the open house. We will follow-up with attendees via physical and electronic mailings and phone calls to maintain their interest in our school, as well as answer any questions and solicit feedback about our school. Prospective parents and students may also request a tour of the school outside of offered open houses.

We will also publish a comprehensive monthly newsletter that will highlight all of the school's recent past and upcoming events and accomplishments. Newsletters will be disseminated through electronic mailings and postings on our website. All prospective students and parents whose information will be captured in our database, cultivated through the channels described above, will receive newsletters. In addition, we will send newsletters to all currently-enrolled student and parents, staff, Board members, and other school stakeholders, such as community members and organizations to ensure that a wide swath of school stakeholders regularly receive information about our school.

Further, we will enlist the support of school stakeholders – staff members working at the school, students attending the school, parents involved with the school, Board members governing the school, and community members and organizations supporting the school. We will encourage this robust group of school stakeholders to advertise our school, through word-of-mouth, engagement with our social media accounts (e.g., Facebook likes, retweets), and sharing of newsletter publications. We will implement a referral program; students currently enrolled in the school will be eligible to participate. Students who refer a student who then completes an enrollment form get a free dress day. Students who refer three students who submit enrollment forms get a free uniform shirt.

b. Outline how the school will engage parents and community members in the life of the school (in addition to any proposed governance roles). Explain the plan for building family-school partnerships that strengthen support for learning and encourage parent involvement.

Our mission calls for us to prepare students for higher learning in a safe, caring, and collaborative atmosphere. To realize our mission, we will actively engage parents and community members in the life of our school. We will build strong family-school partnerships that will strengthen support for learning and encourage parent involvement through methods such as:

- **Parent Board Member:** As outlined thoroughly in the Network Governance section, the Board of Directors that governs our schools currently in operation will also serve as the Governing Board of the proposed school. Currently, a parent whose child is enrolled in our existing schools in the Hickory Hill area serves as an active Board member. Additionally, within six months of opening, a parent whose child attends school at our Cordova location will be appointed to the Board. We will have two parents on the Board to ensure that parents are actively engaged in the governance of the school, as well as to enable parent voices to be officially represented in the areas in which we operate.
- **Advisory Council:** Also explained in detail in the Network Governance section, each school will have an advisory council. In accordance with Tennessee Code § 49-13-109, an advisory school council shall include no fewer than five (5) members and shall include the Principal, at least one (1) parent, and at least one (1) teacher representative. Advisory councils will convene quarterly to discuss needs, identify areas for improvement, pinpoint problems, and

recommend solutions. Following every meeting, each advisory council will submit a report detailing the council's conversations, needs, and recommendations among other pertinent information to the Board. The advisory council offers parents another layer of official representation in the oversight of the school, as well as another opportunity to actively engage in the school's operations.

- **Parent-Teacher Organization (PTO):** Every school will have a Parent-Teacher Organization (PTO) that meets regularly to discuss matters related to the school's operation and programming. PTO meetings will enable parents to formally convene to discuss ideas, identify concerns, brainstorm solutions, and offer feedback about the operation of the school. The PTO will offer parents the opportunity to form relationships with other parents and with school staff, as well as provide parents with a forum in which they can contribute to the functioning of the school.
- **Orientation:** Prior to the start of school, we will hold orientation sessions for parents to orient them to the school building, as well as educate them about the school's policies and procedures. Parents will also learn about the school's database and parent mobile application, which is detailed thoroughly below, as well as other communication structures and opportunities to engage with the school, including upcoming family activities and our home visit program.
- **Meet-and-Greet:** Parents will be encouraged to attend a meet-and-greet event, which will occur within the first two weeks of school. During this time, parents will meet their child(ren)'s teachers and other school staff and tour the school. The meet-and-greet will also serve as an opportunity to introduce the curricula that will be taught and educational software that will be used, as well as (re)familiarize parents with the school's policies, website, database, and parent mobile application. Parents will receive support in creating usernames and passwords and logging into the database and downloading and accessing the application – both of which serve as central communication platforms between school and home.
- **Home Visits:** We will encourage and compensate our teachers for making visits to the homes of students they serve. Home visits will enable teachers to make authentic connections with their students and students' families. During home visits, teachers will engage students and families in conversations about the school and about themselves. Teachers will provide strategies and suggest activities in which students and parents can engage together that will reinforce and extend what is learned at school. Teachers will also support parents in using the school's database and parent mobile application, which serve as the primary communication methods between home and school. Home visits will also act as a source of support when students and their families are facing difficulty such as the loss of a loved one.
- **Communication Methods:** We will utilize multiple communication methods to ensure that students and parents are fully informed about school activities. Among these are:
 - **School Website:** As indicated above, we will maintain a comprehensive website with information about the school's programming, performance, and events. The school website will be updated regularly to provide timely announcements to students and parents. Links to our social media account(s), school database, parent mobile application download, and newsletter will also be prominently featured on the website.

- **Social Media:** Also described above, we will utilize social media, including Facebook, Twitter, and Instagram, as means to engage with, and provide timely information to, students and parents. We will post and tweet regularly about upcoming activities so that students and parents are fully informed about, and have ample notice to participate in, school events. We will often post and tweet immediately after events conclude, which allows families to stay informed about activities at which they could not be physically present. We will also embed links to our school website and database on our home page and profile so that users can access and engage with them easily.
- **School Database:** Parents will be able to access information about their child(ren) through our school database. Teachers will post upcoming class activities, assignments, and projects, as well as record students' grades so that parents can receive timely updates about their child(ren)'s progress and achievement. Assessment data will also be housed on the database so that parents can access benchmark and other test scores. Additionally, behavioral and attendance data will be contained in the database so parents can track their child(ren)'s conduct, as well as be alerted to absences and tardies. Further, the database will serve as a direct link between teachers and students. Teachers and parents will be able to leave notes for, and send electronic communications to, each other, enabling frequent and fluid communications.
- **Parent Mobile Application:** We will offer an application that can be downloaded so that parents can access information from the database on their mobile devices. The application will allow parents to monitor their child(ren)'s progress; grades, homework assignments, behavioral data, and attendance records can be accessed on the application. In addition, the application will provide important school information such as the school bell schedule, lunch menus and payments, and the school calendar of events. In addition, our newsletter, described below, will be included in the application every week, enabling parents to easily stay informed about, and engaged in, their child(ren)'s educational experience, as well as school events and happenings.
- **RemindMe Application:** We will also employ the RemindMe application to remind parents about upcoming events and activities. The application will also enable us to send out announcements so that parents are informed in a timely manner.
- **Language Translation:** All of our parents must be informed about, and given opportunity to engage with, the school. We will translate all documents into the languages other than English most commonly spoken at the school. Our website is also equipped with a translation program that allows it to be translated into multiple languages. In addition, at least one front office staff member will be bilingual and fluent in the language other than English spoken most frequently. We will also enlist the services of translators, when necessary, to ensure that all parents can effectively communicate with, and receive communications from, the school.
- **Monthly Newsletter:** We will publish a comprehensive monthly newsletter that will highlight all of the school's recent past and upcoming events and accomplishments. Newsletters will be disseminated through website postings and electronic mailings to all families whose child(ren) attend our school. Parents utilizing the parent mobile application will receive the newsletter via their application every month.

- **Phone Calls:** We will conduct robocalls to make school-related announcements, as well as inform families about upcoming events. All robo calls will be translated into Spanish. In addition, teachers will make frequent phone calls to the parents of their students to highlight successes, as well as discuss any concerns. Teachers will be required to return parent phone calls within 48 business hours to ensure that parents' questions, comments, and/or concerns are addressed in a timely manner.
- **Emails:** As indicated above, our database streamlines electronic communications between parents and teachers. As with phone calls, teachers will be required to reply to emails within 48 business hours. Emails will be utilized as a means for parents and teachers to quickly and fluidly communicate with each other.
- **In-person Communications:** We will welcome parents to visit our school. Parents will be encouraged to make appointments to confer with their child(ren)'s teachers, and school leadership will have an open-door policy for parents. In addition, we will encourage parents and teachers, as well as other school staff, to engage in short conversations during morning drop-off and afternoon dismissal. During this time, teachers and staff will be visible and available to briefly engage with parents.
- **Suggestion Boxes:** We will welcome feedback and input so that we can continually improve our school and be responsive to the needs and ideas expressed by parents. We will install a suggestion box in the main lobby of our school. Parents will be encouraged to communicate their opinions, suggestions, and concerns about the school. We will also build a virtual suggestion box on our website, allowing parents to submit their thoughts remotely and electronically. When suggestions are submitted, school leadership will promptly review the suggestion and take appropriate action.
- **Parent Teacher Conferences:** Conferences will be held at minimum twice a year – once during the first quarter and once during the third quarter. Conferences will enable teachers and parents to discuss academic achievement, behavioral progress, assessment scores, and upcoming curricula. Parents can also use this time to address any concerns or questions. Parents unable to attend will be encouraged to schedule a meeting with their child(ren)'s teachers at another time.
- **School Events:** Throughout the year, we will hold a number of school events for students and families. Many of these events will be academic in nature, such as curriculum nights, during which teachers and staff will review upcoming curricula with parents so that they are fully informed about what their child(ren) is/are learning. Curriculum nights will allow parents to engage with the skills and content their child(ren) will be expected to master, as well as ask any questions and/or voice any concerns about the material. During this time, teachers will also provide strategies about how parents can support learning of the curricula at home. In addition, we will host multiple social events for families so that staff, students, and parents can come together as a community. Among these events will likely be festivals, food and clothing drives, and dinners and banquets. We will also hold assemblies throughout the year, such as honor roll celebrations, to celebrate students and the school and cultivate school spirit. Further, we will offer events specifically for our parents; these events will enable parents to interact and build relationships with school staff. For example, we plan to host regular Muffins for Moms and Donuts for Dads meetings, allowing parents to form and strengthen relationships with each other and school leadership and staff.

- **Volunteering Opportunities:** All parents will be asked to volunteer upon their child(ren) enrolling in the school. While volunteering will be optional, we will highly encourage it as a means to engage in the school and form meaningful relationships with staff, students, and other parents. Parents will be presented with a wide range of volunteering activities from which to choose, including supporting teachers by making copies, reading with and/or to students, providing instructional support to students, and assisting with field trips.
 - **Parent Information Room:** We understand that not all parents have access to computers and printers or to mobile devices. Accordingly, we will dedicate a space equipped with Internet and outfitted with a kiosk machine, computer, and printer for parents' use. Parents will be able to access our website, social media platform(s), and database to retrieve information and monitor their child(ren)'s progress. They can print announcements and reports at their convenience. School staff will be available for parents in need of technological assistance in utilizing the parent room.
 - **Parent Recognition Program:** Just as we will celebrate our students' success and contributions to the school on social media, in newsletters, and during assemblies and other school events, we will recognize parents who are actively engaged and involved in the school. Parents who volunteer for a certain number of hours and who participate in a certain amount of school events and programs – both of which will be exactly determined in the future upon the school's opening – will receive recognition. More specifically, recognized parents' names will be published on our school website. We will also host a reception during which recognized parents will be awarded a certificate. Such recognition will encourage other parents to volunteer and participate in school activities and will motivate parents who are active to continue to engage with the school.
 - **Adult Education Classes:** We believe in supporting and empowering our parents. To that end, we will offer a series of language classes and computer classes throughout the school year. Classes will be held once a week for 45 minutes. Language classes will support parents who speak languages other than English in gaining English language proficiency. Computer classes will cover the fundamentals of computer use, as well as how to work in the Google suite and Microsoft Office. For parents who possess more advanced technological skills, classes will support them in earning Apple and Google certifications.
 - **Parent Academy:** In addition to language and computer classes, we will hold a parent academy – a series of educational and inspirational sessions. Topics covered will likely include: How to Help Your Child with Math Homework; Conscious Discipline at Home; Helping Your Child Make Healthy Relationship Choices; How to Stay Involved at the Secondary Level; Healthy Eating Habits; Mentoring; College Preparation and Financial Aid; STEM High School Activities; and Northwest Evaluation Association Measures of Academic Progress (NWEA MAP). We fully believe parents are our partners. Our parent academy will strengthen this partnership, as well as support parents in creating healthy learning environments at home.
- c. Describe how parents will be informed and educated on all school policies and any commitments or volunteer opportunities the school will seek from, offer to, or require of, parents.**

As indicated above, we fully appreciate that for our school to be successful, we need to create strong partnerships with parents and engage them in the life of our school. The foundation of

building these robust partnerships with parents is communication. We must ensure that our parents are fully informed of, and educated about, all school policies and volunteer opportunities. We will accomplish this through initiatives such as:

- **Registration:** During registration, parents will receive a parent/student handbook that comprehensively outlines all of the school's policies and procedures. Parents will be required to sign a receipt of acknowledgement that they received, and will abide by, the handbook. During orientation and the meet-and-greet event, time will be dedicated to more thoroughly explaining the policies and procedures detailed in the handbook. Additionally, during the registration process, parents will be asked to complete a volunteer form to indicate volunteering preferences, such as frequency and type of volunteer work. While volunteering will not be mandatory, we will highly encourage parents to volunteer as much as able.
- **Parent Student Handbook:** Parents will receive, and sign for, a comprehensive parent/student handbook during the registration process. The handbook will explicitly outline the school's mission and vision, as well as – among others – all the school's policies and procedures, including expectations for field trips, school visitors, arrival and dismissal, attendance and absences, dress code, technology use, code of conduct, behavioral consequences, and school closure. The parent-student handbook will also be available in languages other than English and will be easily accessible on the school's website.
- **Orientation:** Prior to the start of school, we will hold orientation sessions for parents to orient them to the school building, as well as educate them about the school's policies and procedures as outlined in the parent-student handbook they received during registration. During orientation, parents will be reminded about the ample volunteering opportunities available to them. Parents will also learn about the school's database and parent mobile application, detailed below – both of which house information about the school's policies and volunteer opportunities.
- **Meet-and-Greet:** Parents will be encouraged to attend a meet-and-greet event, which will occur within the first two weeks of school. During this time, parents will meet their child(ren)'s teachers and other school staff and tour the school. The meet-and-greet will also serve as an opportunity to introduce the curricula that will be taught and educational software that will be used, as well as (re)familiarize parents with the school's policies and procedures as outlined in the parent/student handbook. During the meet-and-greet, teachers will also discuss volunteering opportunities with parents, providing them with their monthly parent volunteer wish list.
- **Home Visits:** To build relationships with our families, as well as inform them about school policies and volunteer opportunities, we will implement a robust home visit program. Home visits will enable teachers to make authentic connections with their students and students' families. During home visits, teachers will engage students and families in conversations about themselves, as well as review school policies and procedures and volunteering. Teachers will provide strategies and suggest activities in which students and parents can engage together that reinforce and extend what is learned at school. Teachers will also support parents in using the school's database and parent mobile application (described below), which will serve as the primary communication methods between home and school.
- **School Database:** Parents will be able to access information about the school and their child(ren) through our school database. Teachers will post upcoming class activities,

assignments, and projects, as well as record students' grades so that parents can receive timely updates about their child(ren)'s progress and achievement. Assessment data will also be housed on the database, so that parents can access benchmark and other test scores. Additionally, behavioral and attendance data will be contained in the database, so parents can track their child(ren)'s conduct, as well as be alerted to absences and tardies.

- **Mobile Parent Application:** We will offer an application that can be downloaded so that parents can access information from the database on their mobile devices. The application will allow parents to monitor their child(ren)'s progress; grades, homework assignments, behavioral data, and attendance records can be accessed on the application. In addition, the application will provide important school information, such as the school bell schedule, lunch menus and payments, and the school calendar of events. In addition, our newsletter, described below, will be included in the application every week, enabling parents to easily stay informed about and engaged in their child(ren)'s educational experience, as well as school policies and events.
- **School Website:** As indicated above, we will maintain a comprehensive website with information about the school's policies, procedures, programming, performance, and events. The school website will be updated regularly to provide timely announcements to students and parents. Links to our social media account(s), school database, parent mobile application download, and newsletter will also be prominently featured on the website so that parents can easily stay informed about the school.
- **Social Media:** Also described above, we will utilize social media, including Facebook, Twitter, and Instagram as means to engage with, and provide timely information to, students and parents. We will post and tweet regularly about parent volunteer opportunities so that parents can stay abreast of the most current opportunities to help in the school. We will also embed links to our school website and database on our home page and profile so that users can access and engage with them easily.
- **Board Meeting Agendas and Minutes:** Following every Board meeting, the meeting agenda and minutes will be promptly uploaded on to our school website so that parents can access them, and be informed about, Board discussions and decisions. Parents may request hard copies of all Board agendas and minutes. Parents will also be encouraged to physically attend Board meetings as a means to stay informed about the school.
- **Advisory Council Reports:** Also explained in detail in the Network Governance section, each school will have an advisory council. In accordance with Tennessee Code § 49-13-109, an advisory school council shall include no fewer than five (5) members and shall include the Principal, at least one (1) parent, and at least one (1) teacher representative. Advisory councils will convene quarterly to discuss needs, identify areas for improvement, pinpoint problems, and recommend solutions. Following every meeting, each advisory council will submit a report detailing the council's conversations, needs, and recommendations among other pertinent information to the Board. These reports will be available to parents not serving on the council so that they can stay informed about discussions regarding and proposed modifications to the school's policies and procedures.
- **PTO Membership and Meeting Minutes:** Every school will have a Parent-Teacher Organization (PTO) that meets regularly to discuss matters related to the school's operation and programming. Parents will be encouraged to volunteer to participate on the PTO. PTO

meetings will enable parents to formally convene to discuss ideas, identify concerns, brainstorm solutions, and offer feedback about the operation of the school. For parents who are unable to participate on the PTO, meeting minutes will be uploaded to the school's website so that all parents can be informed of discussions about and suggested changes to school policies and procedures.

d. If already identified, describe any programs you will offer to parents and/or the community and how they may benefit students and support the school mission and vision.

Our mission entails preparing students for higher learning in a safe, caring, and collaborative atmosphere, and our vision revolves around enabling students to succeed in secondary school, college, and in the workplace, and to provide an option for students to enter STEM careers after college completion. As indicated throughout this section, we firmly believe creating strong partnerships with parents is critical to realizing our mission and vision and, ultimately, to our school's success. Robust parent partnerships better ensure that student learning and achievement is reinforced at home. As a means to cultivate these partnerships, as well as provide a source of support to parents in expanding their own skill sets and, in their efforts to support their child(ren)'s academic and social-emotional development and achievement at home, we plan to offer the following the programs:

- **Adult Education Classes:** We will offer a series of language classes and computer classes throughout the school year. Classes will be held once a week for 45 minutes. Language classes will support parents who speak languages other than English in gaining English language proficiency. Computer classes will cover the fundamentals of computer use, as well as how to work in the Google suite and Microsoft Office. For parents who possess more advanced technological skills, classes will support them in earning Apple and Google certifications. Since our school will have a heavy STEM focus, developing parents' technology skills will, in turn, help them support their child(ren)'s mastery of STEM concepts.
- **Parent Academy:** In addition to language and computer classes, we will hold a parent academy – a series of educational and inspirational sessions. Topics covered will likely include: How to Help Your Child with Math Homework; Conscious Discipline at Home; Helping Your Child Make Healthy Relationship Choices; How to Stay Involved at the Secondary Level; Healthy Eating Habits; Mentoring; College Preparation and Financial Aid; STEM High School Activities; and Northwest Evaluation Association Measures of Academic Progress (NWEA MAP). We fully believe parents are our partners. Our parent academy will strengthen this partnership, as well as support parents in creating healthy learning environments at home.
- **Thanksgiving Food Drive:** While our mission and vision are largely academic in nature, our mission calls for us cultivate a caring environment. We will hold an annual food drive during the month of November to collect food items for families in need. The school will provide turkeys to every family who cannot otherwise afford one. We believe that ensuring every family enjoys a Thanksgiving dinner will contribute to the creation of a caring environment, strengthening the bond between home and school.

1.13 Existing Academic Plan (for existing operators)

In this section:

- a. Describe any key academic plan features for the replication school that will differ from the operator's existing schools.**

We do not intend to implement any key academic plan features that will differ from our existing school.

- b. Explain why you would implement these different features, any new resources they would require, and the rationale for the variation in approach.**

Not applicable.

1.14 Performance Management (for existing operators)

In this section:

- a. If different than the original application, describe any mission-specific educational goals and targets that the organization will have. State goals clearly in terms of the measures or assessments you plan to use.

Since submitting our original middle and high school application submitted in 2009 and our original elementary school application submitted in 2015, we have refined our mission-specific educational goals and targets for our organization. They are:

Goal	Method of Measurement	Frequency	Measurable Student Outcomes
Academic Achievement and Growth			
Math, Reading, Science, Social Studies Achievement & Growth	TNReady	1x/year	Proficiency rates at each grade level and subject will exceed the district average by at least 10 percentage points each academic year. At each grade level and subject, 50% of the students who have been enrolled in an MSE school for three consecutive years will be proficient.
	TVAAS	1x/year	All reporting categories (grades/subjects) will show significant growth, with a combined TVAAS score of a 3 or higher each academic year.
	NWEA MAP	3x/year	60% of students will meet growth targets. Students enrolled in the school for at least three years will score at the 60th percentile or higher.
SCS School Performance Framework	SCS School Performance scoring rubrics	1x/year	All MSE schools will score at least 3.5 out of 5 on SCS' School Performance Framework (which measures academic achievement and growth, college readiness, and school climate).
High School Graduation and College Readiness			
College-Ready	Early Post-Secondary Opportunities (EPSO), ACT, Armed	1x/year	50% of seniors will graduate college-ready.

Goal	Method of Measurement	Frequency	Measurable Student Outcomes
	Services Vocational Aptitude Battery (ASVAB)		
AP and College Courses	Enrollment Numbers	1x/year	40% of students will be enrolled in at least one AP or dual enrollment course.
AP Exams	AP Test	1x/year	The percentage of students passing an AP exam with a score of 3 or above will increase by 5% each year.
College Admissions	ACT	1x/year	40% of students will score at least a 21 on the ACT.
HS Graduation	Student Information System (SIS)	1x/year	95% of MSE seniors will graduate each year.
Post-secondary Matriculation	SIS/College Tracker	1x/year	90% of graduating students will matriculate to a post-secondary institution.
School Climate			
Attendance	SIS	1x/year	>97%
Suspensions	SIS	1x/year	Elementary: <3%; High School: <10%
Expulsions	SIS	1x/year	Elementary: 0%; High School: <1%
Student Retention	SIS	1x/year	>90%
Staff Retention	HR Files	1x/year	>90%
Financial Goals			
Financials	Budget	Monthly	MSE will demonstrate fiscal sustainability and stability through efficient use and monitoring of resources and develop and maintain balanced budgets each year.
Audit	Third Party Audit	1x/year	MSE will ensure that an annual audit is conducted by an independent certified public accountant and contains no material findings.
SCS Operations and Financial Scorecards	SCS Report	1x/year	MSE will score at least a 4 out of 5 on both SCS' Operations and Financial Scorecard each year.

b. Explain how the organization will measure and evaluate academic progress of individual schools within your network throughout the school year.

We will measure and evaluate academic progress of individual schools within our network throughout the school year in the following ways:

- **Benchmark Assessment Scores:** Students are assessed every six weeks in contents and on standards that are tested on State-mandated assessments. The same benchmark assessments are administered at each school, which allows for comparative analysis across schools and accurate monitoring and evaluation of individual schools. Leadership creates all benchmark assessments to ensure every test aligns with, and accurately gauges, students' levels of proficiency and progress toward mastery of standards. Further, we have created a virtual test center, which allows test results to be disaggregated to the question and standard level, as well as by subpopulation, cohort, and individual student levels. Coupled, our benchmark assessment system and ability to disaggregate benchmark data through our test center enables us to closely and accurately monitor and evaluate the academic progress of all students enrolled in each of our schools throughout the year.
- **Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) Growth Results:** All students take NWEA MAP assessments three times year. NWEA MAP is highly regarded and is given in many SCS schools, as well as in schools around the nation. NWEA MAP measures students' proficiency in mathematics, science, reading, and language arts, identifying each student's individual proficiency levels, as well as rate of growth. Since NWEA MAP is a nationally-normed assessment and all students enrolled in schools across our network will be taking it, we can monitor proficiency levels and rates of growth to measure and evaluate the academic progress of individual schools within our network.
- **Teacher Observation Scores:** Every teacher is assigned a coach who conducts frequent informal observations using a standardized tool. In addition to coaches, school-level leadership also completes formal and informal observations on a regular basis. All observers norm and calibrate throughout the year to ensure consistency of scoring across the network. Additionally, coaches and school-level leadership regularly meet to analyze observation data to identify trends, areas of strength, and areas of opportunity – the results of which are then presented to network-level leadership. Every formal observation is scored and documented in TNCompass so that network leadership has access to, and can closely monitor, teachers' observation scores across the network. The database enables network-level leadership to compare observation scores and/or averages at the school level and grade level, as well as by content and/or specific class. Since the provision of high-quality instruction stands as the primary determinant of positive academic outcomes, the systems and mechanisms we have established allow us to closely monitor, as well as respond to, the quality of instruction being provided to our students across our network of schools throughout the school year.
- **Attendance Rates:** Students cannot learn if they do not attend school. As such, network-level leadership vigorously monitors the attendance rates at each school in the network. Attendance is checked on a daily basis; staff also call the homes of absent students every day. If students are chronically absent or otherwise flagged for excessive absences, the Principal and/or counselor meets with the student's parents to determine the root cause of the absences. Once identified, support plans are collaboratively created and implemented to

ensure that students attend school. At the network-level, attendance data is housed in PowerSchool and our database is examined weekly. If attendance rates are cause for concern, student attendance data is disaggregated at the subpopulation, cohort, and individual student levels to identify, and respond to, trends. Network-level leadership works closely with school-level leadership to monitor attendance rates as a means to monitor academic progress throughout the school year.

- c. **Describe the organization's approach to academic underperformance for schools that fall short of student academic achievement expectations or goals at the school-wide, classroom, or individual student level.**

Underperformance at the school-wide level. If a school underperforms academically as a whole, we will have already flagged the school as being at-risk for underperformance prior to the end of the school year based on the monitoring and evaluation of benchmark scores, NWEA MAP results, teacher observation scores, and/or attendance rates throughout the year. Upon being flagged for underperformance, network-level leadership will engage in a root cause analysis and needs assessment to pinpoint the specific areas and reasons for, as well as remedies to, underperformance. Since the Principal is responsible for, and held accountable to, the academic success of the school, once identified, the Executive Director, in collaboration with the Principal, will create a specific growth plan to remedy underperformance, which will include the following steps and actions:

- **Design a Growth Plan** - the design of the growth plan will include the following:
 - Outline specific and measurable actions, expectations, and desired outcomes
 - Detail resources to be allocated as supports for growth (e.g., coaching, targeted professional development, assignment of a mentor)
 - Include a detailed timeline for progress monitoring
 - Receive formal approval from the Executive Director
- **Implement the Growth Plan** - the implementation of the growth plan will entail the following:
 - Monitor closely the implementation of, as well as progress made toward, the plan by the Executive Director
 - Adhere to the plan's timeline for implementation, monitoring, and progress made
- **Evaluate Employment Status** – the evaluation of employment status will encompass the following:
 - Consider employment status if monitoring reveals insufficient progress has been made in accordance with the determined timeline
 - Terminate employment only after exhausting every avenue and effort to remedy unsatisfactory performance

Underperformance at the classroom level. Since we administer benchmark assessments every six weeks and frequently conduct classroom observations – the results of which are analyzed and uploaded to a network-wide database – as well as engage in regular conversations at the school and network level about instructional trends, strengths, and needs, we will have already flagged a classroom in danger of not meeting student academic achievement expectations or goals prior to the end of the school year. Classroom teachers are responsible for, and held accountable to, the academic success of their students. As such, if a classroom teacher is identified as being at-risk of not meeting academic expectations, the Principal, with support from the Executive

Director, will create a specific improvement plan to remedy underperformance, which will include the following steps and actions:

- **Create an Improvement Plan** - the creation of an improvement plan will entail the following:
 - Outline specific and measurable actions, expectations, and desired outcomes
 - Detail resources to be allocated as supports for growth (e.g., more frequent coaching, targeted professional development)
 - Include a detailed timeline for progress monitoring
 - Receive formal approval from the Principal
- **Implement the Improvement Plan** - the implementation of the implementation plan will involve the following:
 - Monitor closely the implementation of, as well as progress made toward, the plan by the academic coordinator
 - Adhere to the plan's timeline for implementation, monitoring, and progress made
- **Evaluate Employment Status** – the evaluation of employment status will encompass the following:
 - Consider employment status if monitoring reveals insufficient progress has been made in accordance with the determined timeline
 - Terminate employment only after exhausting every avenue and effort to remedy the unsatisfactory performance

Underperformance at the individual student level. As indicated above, we will closely monitor individual student's indicators of, and progress toward, meeting academic expectations and goals throughout the school year. If at any time benchmark results, NWEA MAP scores, and/or attendance rates, as well as other sources of academic data, indicate that a student is underperforming and at risk or struggling to achieve positive academic outcomes, we will immediately do the following:

- **Assign Individualized Tutoring:** As indicated above, students are assessed through benchmark tests every six weeks in contents and standards that are tested by State-mandated assessments. After each benchmark administration, students' scores are analyzed; students whose benchmark results indicate that they require more support are assigned to tutoring. Based on individual students' needs, students are either tutored during the school day during pull-out sessions that typically occur during electives, after school, or on the weekend during Saturday tutoring, which occurs mid-January through mid-April.
- **Refer to Response to Instruction and Intervention (RtI²):** We implement a robust RtI² program to provide effective, individualized support to students who are identified as struggling and/or at risk of underperforming. More specifically, in the event that Tier I instruction and/or individualized tutoring is not meeting the needs of some students, they are referred to the Student Support Team (SST). The SST then convenes, analyzes multiple sources of data, examines the effectiveness of, and progress made through, previously applied supports and interventions, and prescribes appropriate Tier II interventions. The SST monitors the implementation and effectiveness of Tier II interventions; if adequate progress is not made, students will receive Tier III supports, which is also closely progress-monitored.
- **Evaluate for Specialized Services:** In the event that RtI² interventions and supports do not result in sufficient academic progress and/or at students' parents or guardians request,

students are referred for testing to determine if they qualify for specialized services. If evaluation results indicate a need for specialized services, the Special Education Coordinator will work closely with school special education staff to create and implement Individualized Educational Plans (IEPs) to ensure that students receive all necessary and mandated supports and services.

d. Describe the organization's plans to monitor performance of the portfolio as a whole. What actions will you take if the network as a whole fails to meet goals?

Plans to monitor performance. We will monitor performance of the portfolio as a whole through the following measures academic, operational, and financial measures and targets.

- **Academic Measures:**

- **SCS School Performance Framework (SPF) Rankings:** We have set a minimum target of 3.5 on our annual SPF rankings.
- **State-Mandated Assessment Results:** We expect that the percentage of students scoring on-track plus mastered on State-mandated assessments will meet our Annual Measurable Objectives (AMOs) every year. Proficiency rates at each grade level and subject will exceed the district average by at least 10 percentage points each academic year. At each grade level and subject, 50% of the students who have been enrolled in an MSE school for three consecutive years will be proficient.
- **Tennessee Value-Added Assessment System (TVAAS) Scores:** We expect that our combined TVAAS score is at minimum a 3 each year.
- **ACT Results:** We established the target of at least an 18.8 average ACT score each year, with 40% of students scoring at least a 21.
- **Graduation Rates:** We have set 95% as our target annual graduation rate.

- **Operational Measures:**

- **Student Retention Rates:** We have established a 90% student retention rate as our annual minimum target.
- **Staff Retention Rates:** To be considered satisfactory, we must retain at least 90% of our staff every year.
- **Teacher Recruitment:** We expect that our recruitment efforts result in every vacant position being filled by high-qualified, high-quality candidates.
- **Survey Results:** We have established a 90% satisfaction response rate for all stakeholder groups surveyed.

- **Financial Measures:**

- **Budget:** We will demonstrate fiscal sustainability and stability through efficient use and monitoring of resources and develop and maintain balanced budgets each year.
- **Audit:** We will ensure that an annual audit is conducted by an independent certified public accountant and contains no material findings.
- **SCS Operations and Financial Scorecards:** We will score at least a 4 out of 5 on both SCS' Operations and Financial Scorecard each year.

Actions Taken if the Network Fails to Meet Goals. If the network as a whole fails to meet goals, we will have already flagged the network's collective underperformance prior to the end of the school year based on the monitoring and evaluation of the academic, operational, and financial measures described above in detail. Upon being flagged for underperformance, network-level

leadership, with guidance and oversight from the Board, will engage in a root cause analysis and needs assessment to pinpoint the specific areas and reasons for, as well as remedies to, underperformance. Since the Executive Director is responsible for, and held accountable to, the success of the network, once identified and analyzed, the Board will act swiftly, enacting steps such as:

- **Design a Corrective Action Plan** - the design of the corrective action plan will include the following:
 - Outline a needs assessment and root cause analysis, as well as specific and measurable actions, expectations, and desired outcomes
 - Include a detailed timeline for progress monitoring
 - Receive formal approval from the Board of Directors
 - **Implement the Corrective Action Plan** - the implementation of the corrective action plan will entail the following:
 - Monitor closely the implementation of, as well as progress made toward, the plan by the Board of Directors
 - Adhere to the plan's timeline for implementation, monitoring, and progress made
 - **Evaluate Employment Status** - the evaluation of employment status will encompass the following:
 - Consider employment status if monitoring reveals insufficient progress has been made in accordance with the determined timeline
 - Terminate employment only after exhausting every avenue and effort to remedy unsatisfactory performance
- e. **Discuss how the organization assesses its readiness to grow and under what circumstances the organization will delay or modify its growth plan.**

Readiness to Grow. We assessed our readiness to grow based on three primary factors: our track record of consistent success academically, operationally, and financially as described below:

- **Academic Success:** As explained throughout this section, we have consistently been academically successful since 2014 as evidenced by the following measures and indicators:
 - **SCS School Performance Framework Ranking:** On SCS' School Performance Framework in 2017-18, we ranked #12 of 82 middle and high schools in the district, and #8 of 42 high schools.
 - **State-Mandated Assessment Results:** Since opening, we have consistently improved our State-mandated assessment scores. Further, our scores have been in the top 10% of all SCS since 2014.
 - **Tennessee Value-Added Assessment System (TVAAS) Scores:** We have consistently achieved strong TVAAS scores over the past 8 years, achieving a level 4 or 5 in seven of the last eight years.
 - **ACT Results:** We have significantly increased our ACT average score over the past 5 years (from 13.8 in 2014 to 18.8 in 2018). We are in the top quartile of all SCS high schools for ACT average. We also rank #5 among all SCS high schools in terms of the percentage of graduates who are college-ready. These successes contributed to MSE being recognized by US News and World Report, which ranked us the #1 charter high school in Tennessee and #26 among all high schools in the State.

- **Graduation Rates:** Since our first graduating class in 2014, we have consistently graduated nearly 100% of seniors. More specifically, we achieved graduation rates of 100% from 2014-16 as well as in 2018, and a 98% graduation rate in 2017. Further, in 2018, 100% of graduates were accepted into a 4-year college, the majority of whom participated in the TN Promise Program and collectively earned more than \$6M in scholarships.
- **SCS Operational Scorecard:** MSE received the highest operational scorecard among all charter schools in 2016², 2017³, and 2018⁴.
- **Extracurricular Offerings:** We believe that extracurricular activities contribute to our students' success and positive learning outcomes. Accordingly, we have successfully established numerous extracurricular activities for students, providing them with the opportunity to participate in a number of sports, including volleyball, basketball, soccer, track, cross-country, baseball, softball, bowling, and cheerleading. Participation in athletics position students to gain critical skills that translate to the classroom, including collaboration, cooperation, and teamwork. We also have multiple clubs that students may join such as Drama, Robotics, Math Counts, Science Olympiad, National Junior Honor Society, National Honor Society, Student Council, Chess, Board Games, and Bingo. Like sports, clubs encourage students to collaborate and work together. In addition, clubs reinforce and extend academic learning; for example, students in the robotics club apply principles and concepts learned during their mathematics, science, and technology classes.
- **Operational Success:** We have a solid history of operational success since our organization's establishment in 2010 as indicated by the following measures and indicators:
 - **Student Retention Rates:** We have historically retained the vast majority of our students. More specifically, we have maintained an approximate 90% student retention rate from year-to-year – one of the highest in the district.
 - **Staff Retention Rates:** For the past five years, our average staff retention rate is 85%, which, coupled with consistently positive staff survey results, indicates that our staff believes and is invested in our school.
 - **Teacher Recruitment:** As explained thoroughly in the Personnel/Human Capital – Staffing Plans, Hiring, Management, and Evaluation section, we have developed and implemented comprehensive teacher recruitment plans. Our recruitment efforts have consistently resulted in the hiring of high-quality teachers in both of our schools currently in operation, as evidenced by our consistently high TVAAS scores.
 - **Staff Development:** We have successfully implemented a program entitled, “Grow Your Own Administration” at our two schools currently in operation. The program targets teachers who have expressed interest in building capacity around leadership skills, indicated the desire to transition to administration in the future, and have at least two years of teaching experience with track records of success educating students and working with parents. Once identified, staff will complete a formal tuition and service

² <http://www.scsk12.org/calendar/files/2016/2016-Charter-Report.pdf>

³ <http://www.scsk12.org/charter/files/2017/2017-CHARTER-ANNUAL-REPORT.pdf>

⁴ <http://www.scsk12.org/charter/files/2018/2018-CHARTER-REPORT.pdf>

agreement, and school leadership will work with candidates to pinpoint the leadership programs best suited for their current skill sets and desired leadership outcomes and roles. Once candidates are enrolled in leadership programs, MSE will reimburse tuition of up to \$10,000 per year for up to three years. To date, six staff members have successfully completed the program, and five more are currently participating in the program. We intend to utilize graduates of the program in key leadership roles at our proposed school. Since our proposed school will replicate the exact grade structure and focus of our existing schools, these future leaders have valuable, extensive experience with our mission, vision, model, academic and cultural programming, policies, and procedures. Such institutional knowledge and experience coupled with the skills learned through the successful completion of their leadership programs will better ensure the smooth opening and operation of our school.

- **Virtual Test Center:** We created an electronic test center that enables teachers to enter tests and have scantrons created and graded by the center. The center allows teachers to assign standards to every question. The center provides teachers with easy access to disaggregated data to the question and standard level, as well as by subpopulation, cohort, and individual student levels, to inform upcoming instructional plans. Providing our teachers with the ability to disaggregate data in multiple ways and student groupings has cultivated a robust culture of data-driven instruction, which has greatly contributed to our success.
- **School Database:** We created a comprehensive database that successfully enables parents to access information about their child(ren). Teachers post upcoming class activities, assignments, and projects, as well as record students' grades so that parents can receive timely updates about their child(ren)'s progress and achievement. Assessment data are also housed on the database, so that parents can access benchmark and other test scores. Additionally, behavioral and attendance data is contained in the database, so parents can track their child(ren)'s conduct, as well as be alerted to absences and tardies. Further, the database serves as a direct link between teachers and students. Teachers and parents leave notes for and send electronic communications to each other, enabling frequent and fluid communications. One-hundred percent of our parents have completed the registration process to access our database, and 70% use it at least once a week.
- **Parent Mobile Application:** We offer an application that can be downloaded so that parents can access information from the database on their mobile devices. The application allows parents to monitor their child(ren)'s progress as grades, homework assignments, behavioral data, and attendance records can be accessed on the application. In addition, the application provides important school information, such as the school bell schedule, lunch menus and payments, and the school calendar of events. In addition, our newsletter, described below, is included in the application every month, enabling parents to easily stay informed about, and engaged in, their child(ren)'s educational experience, as well as school events and happenings.
- **Survey Results:** We administer surveys to our staff, parents, and students every year to collect qualitative data about the state of the school. Surveys ask stakeholders to provide input around, as well as rate, various aspects of our school, including leadership, the

academic program, and culture and climate, among other indicators. Survey data consistently indicates that staff, parents, and students approve of, and enjoy, our school.

- **Financial Success:** Since our organization's inception in 2010, we have maintained a solid track record of financial success as evidenced by the following indicators and measures:
 - **Budget Surplus:** MSE has achieved a budget surplus every year since its founding in 2010.
 - **Strong Balance Sheet:** The balance sheet is strong and reflects that the organization has more than 60 days of cash on hand.
 - **Clean Audits:** MSE has received clean audits every year since inception.
 - **SCS Financial Scorecard:** MSE scored a 4.5 out of 5 on SCS' Financial Scorecard, indicating strong financial health per the following:
 - Clean and timely audit
 - Timely submission of budget and financial reports to authorizer
 - Timely filing of tax return
 - Healthy financial ratios

Circumstances to Delay or Modify Growth Plans. While we do not intend to grow beyond the two schools that we are proposing in separate charter applications this year, we have established the following thresholds to ensure that our network maintains academic, operational, and financial success. In the event that we decide to expand our network in the future, these thresholds will also serve to inform us about the viability of expansion. Accordingly, if we were planning to expand, we will delay or modify our growth plan under the following circumstances:

- **Academic Circumstances:** In the event that our academic performance drops over multiple consecutive years, we will likely delay or modify growth plans. The measures below specify the outcomes that would result in delay or modification:
 - **SCS School Performance Framework (SPF) Rankings:** Not meeting our target of 3.5 on our annual SPF rankings for 2 consecutive years.
 - **State-Mandated Assessment Results:** Not achieving our Annual Measurable Objective (AMO) for 2 consecutive years.
 - **Tennessee Value-Added Assessment System (TVAAS) Scores:** Not earning a minimum 3 combined TVAAS score for each tested subject area for 2 consecutive years.
 - **ACT Results:** Not achieving our target of at least an 18.8 average ACT score for 2 consecutive years.
 - **Graduation Rates:** Not achieving a graduation rate of 95% for 2 consecutive years.
- **Operational Circumstances:** If factors contributing to our operational success begin to underperform, we would likely delay or modify growth plans as indicated below:
 - **Student Retention Rates:** In the unlikely event that our student retention rate dropped below 80% for 2 consecutive years, we would re-examine our growth plans until we recovered and stabilized our retention rates.
 - **Staff Retention Rates:** If our staff retention rates fell below 80% for 2 consecutive years, we would modify our growth plans to identify, analyze, and remediate the causes contributing to declining staff retention.
 - **Staff Recruitment:** We have a robust teacher recruitment program as outlined in the Personnel/Human Capital – Staffing Plans, Hiring, Management, and Evaluation section. Our recruitment plans have consistently proved successful year-after-year; we have

consistently hired high-quality staff to fill all instructional positions as they become vacant. However, in the event that our recruitment efforts do not produce a pool of highly-qualified candidates from which to hire, resulting in multiple instructional vacancies, we would examine our growth plans and delay and modify, as needed, to allow us to examine and adjust our recruitment program to ensure that we are able to attract and hire high-quality teachers to fill all needed positions.

- **Staff Development:** As described above, we have implemented a “Grow Your Own Administration” program, from which six staff members have graduated. These graduates will be strategically placed in leadership roles to leverage their institutional knowledge of, and experience with, our mission, vision, academic and cultural programming, and general operation of the school and network. In the unlikely event that these teachers decided that they do not want to assume the leadership roles for which they are slated, we would analyze our growth plan and delay and modify, as needed, to secure highly-qualified candidates to fill leadership positions within the school and network.
- **Survey Results:** We administer surveys to our staff, parents, and students every year to collect qualitative data about the state of the school. Surveys ask stakeholders to provide input around, as well as rate, various aspects of our school, including leadership, the academic program, and culture and climate, among other indicators. Survey data consistently indicates that staff, parents, and students approve of, and enjoy, our school.
- **Financial Circumstances:** If factors contributing to our financial success were to decline and underperform, we would likely delay or modify our growth as indicated below:
 - **Budget Surplus:** If we did not maintain a surplus for two consecutive years, we would likely delay or modify our growth plans to analyze financial projections and implement any needed allocation adjustments to ensure the financial sustainability of the organization.
 - **Strong Balance Sheet:** If we did not have at least 60 days of cash of hand, we would likely delay growth to build a stronger financial foundation for growth.
 - **Clean Audits:** If we did not receive a clean audit, we would likely delay or modify our growth plan to implement any and all needed solutions to remedy all adverse audit findings.
 - **High Fiscal Scorecard Rating:** If we do not receive a minimum score of 4 on SCS’ Fiscal Performance Scorecard for 2 consecutive years, we would likely delay or modify our growth plans to identify, analyze, and remediate the causes contributing to declining scorecard scores.

Section 2: Operations Plan Design and Capacity

Section 2.11 Network Vision, Growth Plan, & Capacity

- (a) Describe the network’s strategic vision, desired impact, and five-year growth plan for developing new schools in Tennessee. Include the following information: proposed years of opening; number and types of schools; any pending applications; all currently targeted markets/communities and criteria for selecting them; and projected enrollments.**

Memphis School of Excellence’s strategic vision is to enable students to succeed in secondary school, college and in the workplace, and to provide an option for students to enter Science, Technology, Engineering, and Math (STEM) careers after college completion.

The organization is seeking to create two separate K-12 feeder patterns in the city: Hickory Hill, where the organization is currently operating a K-5 elementary charter and a grades 6-12 middle and high school charter; and Cordova, where the organization is planning to open a new K-5 elementary charter and a new grades 6-12 middle and high school charter. MSE is submitting two charter applications to Shelby County Schools by April 1, 2019 to open these two new charter schools in the Cordova area in 2020.

The rationale for selecting the Cordova community where the proposed schools will locate revolves around helping to alleviate the problem of over-enrollment of the public schools currently in operation in that area and offering additional high-quality options to students and families in Cordova -- particularly high-quality options with a STEM focus.

The Cordova area of Memphis has experienced rapid commercial and residential growth, which has yet to slow. Continued growth of both businesses and households is predicted to further populate the Cordova neighborhood in the upcoming years. While commercial facilities and housing developments have been built in response to this growth, the creation of enough new schools to accommodate the growing number of school-aged children, as well as provide families with school choice, has not kept pace with demand.

What’s more, while a number of public schools in the Cordova area are performing well, some are not. Two elementary schools in the area received a TVAAS composite score of 1 (the lowest rating); both of the middle schools in the Cordova area are underperforming the district and State in mathematics, with one of the middle schools also receiving a TVAAS composite score of 1. Also, the only high school in the area (Cordova High School) was significantly below the district and State’s average for ELA and mathematics proficiency and earned a TVAAS composite score of 1.

MSE believes that it will provide additional high-quality options in the Cordova area -- given the organization’s strong academic track record to date.

- On SCS’ School Performance Framework (SPF) in 2017-18, MSE ranked #12 of 82 middle and high schools in the district and #8 of 42 high schools across SCS.
- In 2016-17, MSE was ranked #4 among all the district’s high schools on the SPF.
- In math and reading/language arts proficiency, MSE has performed in the top 20% of all middle and high schools in the district over the past two academic years.

- MSE has consistently achieved strong TVAAS scores (Level 4 or 5 in seven of the last eight years).
- Since its first high school graduating class in 2014, the school has graduated nearly 100% of its students each year and almost 100% of its graduates have been accepted into post-secondary institutions. During that same timeframe, the school's ACT Scores have improved from 13.8 to 18.8.

While MSE's current elementary school in Hickory Hill does not yet have State tests results, it replicates the best practices of the middle and high school; MSE elementary students showed great improvements on school benchmark tests during the 2017-18 school year.

After the growth of two new charter schools in Cordova in 2020, Memphis School of Excellence will be serving approximately 1,700 students in the Hickory Hill and Cordova areas and graduating each year more than 125 students who will be prepared for college and STEM-related fields.

MSE does not anticipate expanding further within the next five years.

School Opening and Enrollment Summary

School	Year Opened	Grade structure (at full capacity)	Enrollment				
			2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024
MSE Middle and High	2010	6-12	485	485	513	513	513
MSE Elementary	2017	K-5	286	372	372	372	372
MSE Elementary Cordova	2020	K-5	0	190	260	285	310
MSE Middle and High Cordova	2020	K-5	0	225	300	375	450

(b) If the existing portfolio or growth plan includes schools in other states, explain specifically how Tennessee fits into the overall growth plan.

Not applicable.

(c) Provide evidence of organizational capacity to open and operate high quality schools in Tennessee and elsewhere in accordance with the overall growth plan. Outline specific timelines for building or deploying organizational capacity to support the proposed schools.

To prepare for the growth of additional schools, Memphis School of Excellence is creating a network-level team that will ensure the Network and each of its schools has the tools, resources,

experience, and expertise to effectively implement the academic program and achieve the organization's goals, as well as effectively manage operations and financial resources.

These positions, their responsibilities, and start year at the network-level are included in the following table.

Position	Start Year (at Network Level)	Responsibilities
Executive Director	2019-20 (position begins at the Network level one year prior to the opening of the Cordova Elementary and Middle/High campuses)	The Executive Director is responsible for making high-level strategic decisions, including the oversight and hiring of network-level leadership and Principals, the establishment of organization-wide expectations, and implementation of organizational systems, business processes, and academic and cultural programming—all of which must align with, and support, MSE's mission and vision. The Executive Director also manages vendor relations, contract oversight, food service, facilities, and security and safety systems.
Directors of Operations	2019-20 (position begins at the Network level one year prior to the opening of the Cordova Elementary and Middle/High campuses)	The Director of Operations provides leadership and robust support around operational aspects across the network, including oversight of student and parent engagement, technology, counseling programs, 504 plans, and athletic and sports programming. The Director of Operations also assists the Executive Director with the oversight of school Principals and the Director of Academics. In addition to providing support to, and receiving training from, the Executive Director, the Director of Operations supports the Technology Coordinator and Human Resources and supports the Federal Programs Manager to ensure that systems and policies related to technological infrastructure, human capital, and federal programs operate effectively and comply with all local, State, and federal laws, regulations, and statutes.

Director of Academics	2019-20 (position begins at the Network level one year prior to the opening of the Cordova Elementary and Middle/High campuses)	The Director of Academics is responsible for overseeing, implementing, and supporting the network's academic programming, including instruction, assessment, and professional development. While the Executive Director is ultimately responsible for the success of the network, as well as the success of the individual schools operating across the network, the Director of Academics is also held accountable for the academic performance of each school. The Director of Academics oversees the network's instructional coaches, as well as manages the Academic Coordinators at the school level. Additionally, the Director of Academics is responsible for the oversight of Response to Instruction and Intervention (RtI ²), special education, English language learner, and gifted and talented programming
Director of Finance	2021-22 (position begins at the network-level upon the opening of the Cordova Elementary and Middle/High campuses)	The Director of Finance is responsible for the financial health and sustainability of the network. The Director of Finance oversees the financial aspects of the network, including budget development, payroll preparation, accounts payable and receivable, and grant reimbursements. The Director of Finance also reports monthly to the Tennessee Consolidated Retirement System. The Director of Finance works closely with the Executive Director to ensure that budget allocations reflect and support the operational and academic needs of the network. The Director of Finance, in collaboration with the Executive Director, also works with Principals, supporting them in school-based budgeting and financial decisions.
Technology Coordinator	2019-20 (position begins at the Network level one year prior to the opening of the Cordova Elementary	The Technology Coordinator oversees all technology-related functions across the network, including supporting the implementation of educational technology initiatives, the installation of technology tools

	and Middle/High campuses)	and systems, management and maintenance of technological systems and equipment, oversight of technological inventory, and provision of technology support to schools and individuals across the network. The Technology Coordinator also works with the PowerSchool and Engagement Coordinator to support the technological needs around effectively implementing PowerSchool.
PowerSchool and Engagement Coordinator	2019-20 (position begins at the Network level one year prior to the opening of the Cordova Elementary and Middle/High campuses)	The PowerSchool and Engagement Coordinator will be tasked with overseeing the implementation of PowerSchool across the network. The PowerSchool and Engagement Coordinator ensures that PowerSchool is effectively employed to house and manage student data, including grades and attendance records. The PowerSchool and Engagement Coordinator lends robust direct support to school leaders and staff across the network in the effective and proper utilization of the PowerSchool database and receives technological support from the Technology Coordinator. The PowerSchool and Engagement Coordinator also oversees student, parent, and staff engagement activities, as well as the network's home visit program.
Human Resources and Federal Programs Manager	2020-21 (position begins at the network-level upon the opening of the Cordova Elementary and Middle/High campuses)	The Human Resources and Federal Program Manager is responsible for maintaining and enhancing the network's human capital through the planning, implementation, and evaluation of staff relations and human resource programs, practices, and policies. The Human Resources and Federal Program Manager also ensures full legal compliance with all human resource-related local, State, and federal rules, regulations, requirements, and laws. The Human Resources and Federal Program Manager is also tasked with overseeing the Principals in the implementation of all relevant federal programs to ensure full compliance with all

		applicable rules, regulations, requirements, and laws.
Special Education Coordinator	2020-2021 (position begins at the network-level upon the opening of the Cordova Elementary and Middle/High campuses)	The Special Education Coordinator oversees the special education program and services across the network. With support from the Director of Academics, the Special Education Coordinator supports all schools operating within the network: in ensuring full legal compliance; in creating, implementing, monitoring, and updating individual education plans; and in ensuring students receive all needed and mandated modifications, accommodations, services, and supports. The Special Education Coordinator also oversees the execution of RtI ² and gifted learner programming.
English as a Second Language (ESL) Coordinator	2020-2021 (position begins at the network-level upon the opening of the Cordova Elementary and Middle/High campuses)	The ESL Coordinator is responsible for the oversight and implementation of the English language learner programming across the network. The ESL Coordinator supports schools operating within the network in ensuring full legal compliance and in providing students with all necessary and mandated language services and supports. The ESL Coordinator works with the Director of Academics to ensure that language learner students have full access to all academic programming. The ESL Coordinator also works hand-in-hand with the Special Education Coordinator to ensure that language learner students with special needs, as well as those who require intervention or enrichment, receive all needed supports and services.
4 Middle/High Instructional Coaches (Math 6-12; English 6-12; Science 6-12; Social Studies 6-12)	2020-21 (positions begin at the network-level upon the opening of the Cordova Elementary and Middle/High campuses)	Instructional coaches are responsible for supporting and coaching teachers to ensure the delivery of high-quality instruction across the network. Instructional coaches work closely with the Director of Academics and Academic Coordinators to support teachers in planning and implementing instruction. Instructional coaches conduct frequent

		informal observation and coaching cycles to refine and, when necessary, remediate teacher performance.
Instructional Coach (K-5)	2021-2022	The instructional coach is responsible for supporting and coaching teachers to ensure the delivery of high-quality instruction across the network. The instructional coach works closely with the Director of Academics and Academic Coordinators to support teachers in planning and implementing instruction. The instructional coach conducts frequent informal observation and coaching cycles to refine and, when necessary, remediate teacher performance.

In addition to the positions detailed above (who will provide support to all four schools in the network), MSE has a strong leadership structure established at each school. The school leadership teams will be responsible for the day-to-day academic and operational functioning of the schools.

For the two new schools being opened in Cordova, founding Principals will start in January of the planning year to participate in essential pre-opening activities.

These key positions include:

- **Principal:** The Principal is responsible for, and given the autonomy to lead, the day-to-day academic and operational functioning of the school. Among the responsibilities of the Principal is hiring and evaluating school staff, ensuring the effective execution of the school's academic and cultural programming, and cultivating a safe and positive school culture and learning environment. The Principal reports to, receives support from, and is evaluated by the Executive Director or Director of Operations.
- **Academic Coordinator:** While the Principal is responsible for, and held accountable to, the school's academic performance, with support from the Director of Academics, the Academic Coordinator is tasked with directly implementing the school's academic program. The Academic Coordinator works closely with instructional staff, supporting the development and execution of instructional plans and assessments anchored in the school's curricula. The Academic Coordinator also oversees the creation and implementation of teacher improvement plans. The Academic Coordinator reports to, receives support from, and is evaluated by the Principal. The Academic Coordinator also receives support from the Director of Academics.
- **Dean of Students:** The Dean of Students is responsible for overseeing the cultural and behavior management aspects of the school. The Dean of Students is fundamental in maintaining a positive and safe school environment and provides support and directs resources to students who are struggling behaviorally and/or social-emotionally. The Dean of Students also handles all discipline-related issues. The Dean of Students reports to, receives support from, and is evaluated by the Principal.

- **Counselors:** Counselors are responsible for tracking and making recommendations about student attendance, truancy, and transcript data. In addition, a primary component of our school culture is emphasis on college readiness. Counselors not only ensure students are on-track to matriculate/graduate through regular reviews of transcripts, they also help students in developing their post-secondary goals and plans. Counselors aid students in identifying colleges and university that meet their individual learning needs. Counselors also assist students in the college and financial aid application process.

To ensure all network-level and school-level leadership positions have the capacity, skill sets, and resources needed to effectively implement the organization’s academic and operational plans, MSE has a robust set of strategies around bench development, as well as established professional development activities (as more detailed in Section 2.16):

- **Cross-training among organizational leadership positions** - MSE strategically embeds cross-training tasks and duties in the roles and responsibilities of other network-level leadership positions to ensure that individuals in MSE are ready and able to assume other network-level leadership roles if needed. For instance, the Director of Finance works closely with the Director of Operations in understanding the operational processes and needs of the organization. The Special Education Coordinator and ESL Coordinator work closely with, and receive training from, the Director of Academics who, in turn, receives training and development in supporting and evaluating staff.
- **“Grow Your Own Administration”** - For teachers expressing an interest in school leadership or administrative roles, MSE provides funding support and matches teachers with established leadership training programs to develop their skill sets. This initiative will be particularly important and effective as MSE launches new schools.
- **Preparation and development of school-level leadership** - Organization-level leadership works closely with school-level leadership, especially with the Principal and Academic Coordinator. Such collaboration not only ensures that school-level leadership receives ample support in executing their current roles, but it also provides valuable development and training in the event a school-level leader is tasked with assuming an network-level leadership role.
- **Coaching support for teachers** - MSE will utilize instructional coaches at the network level (in addition to the Academic Coordinators) to provide observation and ongoing instructional support to teachers at the classroom level. Teachers are also provided with timely assessment data (via the test center) to analyze student achievement and make instructional adjustments as needed.

We believe that the collection of these strategies – the establishment of a network support team, strong instructional leadership teams at each school site, and a robust set of bench development and professional development strategies – equips MSE with the necessary capacity to successfully operate four charter schools and achieve strong academic results.

Evidence of this capacity is further bolstered in the context of a strong academic and operational track record (as discussed in subsection [a] and detailed in SCS’s School Performance Framework and Operational and Financial Scorecards) and the historically high staff retention rates at MSE, which ensures the continuity of organizational knowledge and continuity and MSE.

(d) If applicable, list any schools that were previously approved by this or another authorizer but which failed to open or did not open on time, and explain the reasons for the failure or delay.

Not applicable.

(e) Discuss the results of past replication efforts and lessons learned – including particular challenges or troubles encountered and how you have addressed them.

Not applicable.

(f) Discuss the greatest anticipated risks and challenges to achieving the organization's desired outcomes in Tennessee over the next five years and how the organization will meet these challenges and mitigate risks.

There are a number of risks, both internal and external, that pose challenges to Memphis School of Excellence and to any organization opening new charter schools. Identifying risks and taking concrete steps to mitigate those risks is critical in MSE being able to successfully achieve its desired goals and outcomes. Those risks include:

- **Talent Recruitment** - In growing its network of schools, it is critical to have education talent at all levels of the organization – network -level, school leadership and administration, teachers, and support staff. To ensure that MSE has the human capital to successfully achieve its desired outcomes, it is establishing a number of strategies to recruit/retain talent – see more detail in Section 2.16 (Personnel/Human Capital):
 - Advertising through print, radio, and online media outlets; school leader and teacher preparation programs; universities; and education job sites.
 - Attending job fairs (Teach901, Christian Brothers University)
 - Networking with local colleges and universities that produce teacher candidates (University of Memphis, Rhodes, CBU, Relay Graduate School)
 - Developing relationships with local education organizations (Memphis Teacher Residency, Teach For America)
 - Leveraging referrals from current MSE employees
 - Utilizing current talent at MSE for its new charter schools opening in Cordova.
- **Student Recruitment** - Being able to attract students and families is important for the academic and operational success and financial sustainability of the organization. MSE has been successful in recruiting and retaining families at its schools in Hickory Hill since inception, with a student retention rate of nearly 90%. The organization is seeking to open charter schools in a different area of the city (Cordova) from which it has been serving families. To build relationships in the Cordova community, Memphis School of Excellence is engaging in a number of community engagement activities: visiting community centers and hubs (i.e., faith-based organizations, businesses, feeder schools); conducting open houses; and placing advertisements in print and through online media platforms and social media.
- **Facilities and Funding** - As described in subsection (g) below, MSE is intending to purchase the Harding Academy campus in Cordova to house the two new charter schools (elementary and middle and high) it is planning to open in Cordova in 2020 . MSE does not take for granted securing the resources to effectuate the purchase and is actively engaging with lenders a

year-and-a-half before the schools open to ensure it has the financing to purchase and move into its new campus in the summer of 2020. In addition, MSE has carefully crafted a multi-year budget to ensure it can operate its network office and its schools in a financially sustainable manner in the short- and long-term.

- **Local and State-wide charter policies and regulations** - MSE recognizes that it operates in a policy and regulatory environment that, periodically, is subject to change. These changes can have a positive or negative impact on the environment in which MSE operates its schools (e.g., funding impact, impact on student eligibility). MSE continually monitors the policy and regulatory environment at the local, State, and national level to ensure that it is in compliance and that it is acting as an effective and responsible steward of public resources and serving its students and families well.

(g) If you have already identified a charter school facility, indicate the location(including street address and school zone). Describe the facility, including whether it is new construction or part of an existing public or private school building. If a facility has not been identified, indicate any existing possibilities and the process that will be used to find a suitable facility. Include a timeline for facility selection and requisition.

MSE is intending to purchase the Harding Academy campus in Cordova (located at 8360 Macon Road, Cordova, TN 38018) and has already committed earnest money to give it the option (expiring in December 2019) to purchase the property. The Harding Academy campus has two separate building, totaling approximately 90,000 square feet and 20 acres and would have the capacity to house the new elementary charter and middle and high school charter over the long-term. MSE is holding conversations with a local banking institution to secure funding to purchase the facility and will move forward with the purchase upon approval of the two charter applications (elementary, and middle and high school).

(h) Provide, as Attachment L, the organization's most recent annual report.

See Attachment L.

2.12 Network Management (for existing operators)

In this section:

a. Identify the organization's leadership team and their specific roles and responsibilities.

Network-level leadership will oversee and support all MSE schools. With guidance and support from organization-level leadership, school-level leadership will lead the day-to-day operational and academic functioning of the school. As such, our organizational structure will include:

Network-level Leadership

- **Executive Director:** The Executive Director serves as the leader of the network and is ultimately responsible for ensuring that the network as a whole, as well as each school within the network, succeeds. The Executive Director oversees and supports Principals and ensures that they run effective, high-quality schools. As such, the Executive Director is tasked with making high-level, strategic decisions, including the oversight and hiring of network-level leadership and Principals, establishment of organization-wide expectations, implementation of organizational systems, business processes, and academic and cultural programming – all of which must align with, and support, MSE's mission and vision. The Executive Director also manages vendor relations, contract oversight, food service, facilities, and security and safety systems. The Executive Director is responsible for cultivating a healthy culture across the organization – one of accountability, collaboration, and collegiality. The Executive Director reports to, receives support from, and is evaluated by the Board of Directors.
- **Director of Operations:** The Director of Operations provides leadership and robust support around operational aspects across the network, including oversight of student and parent engagement, technology, counseling programs, 504 plans, and athletic and sports programming. The Director of Operations also assists the Executive Director with the oversight of Principals and the Director of Academics. In addition to providing support to, and receiving training from, the Executive Director, the Director of Operations supports the Technology Coordinator and Human Resources and supports the Federal Programs Manager to ensure that systems and policies related to technological infrastructure, human capital, and federal programs operate effectively and comply with all local, State, and federal laws, regulations, and statutes. The Director of Operations reports to, receives support from, and is evaluated by the Executive Director.
- **Director of Academics:** The Director of Academics is responsible for overseeing, implementing, and supporting the network's academic programming, including instruction, assessment, and professional development. While the Executive Director is ultimately responsible for the success of the network, as well as the success of the individual schools operating across the network, the Director of Academics is also held accountable for the academic performance of each school. The Director of Academics oversees the network's instructional coaches, as well as manages the Academic Coordinators at the school level. Additionally, the Director of Academics is responsible for the oversight of Response to Instruction and Intervention (RtI²), special education, English language learner, and gifted and talented programming. Accordingly, the Director of Academics oversees and provides support to the Special Education Coordinator and English-as-a-Second Language Coordinator to ensure that students with special needs and who are English language learners receive

curricular and instructional support, accommodations, modifications, and language services as mandated by law and as outlined in individual education plans and language learner plans. The Director of Academics reports to, receives support from, and is evaluated by the Executive Director.

- **Director of Finance:** The Director of Finance is responsible for the financial health and sustainability of the network. The Director of Finance oversees the financial aspects of the network, including budget development, payroll preparation, accounts payable and receivable, and grant reimbursements. The Director of Finance also reports monthly to the Tennessee Consolidated Retirement System. The Director of Finance works closely with the Executive Director to ensure budget allocations reflect and support the operational and academic needs of the network. The Director of Finance, in collaboration with the Executive Director, also works with Principals, supporting them in school-based budgeting and financial decisions. The Director of Finance reports to, receives support from, and is evaluated by the Executive Director.
- **Special Education Coordinator:** The Special Education Coordinator is tasked with overseeing the special education program and services across the network. With support from the Director of Academics, the Special Education Coordinator supports all schools operating within the network in ensuring full legal compliance; in creating, implementing, monitoring, and updating individual education plans; and in ensuring that students receive all needed and mandated modifications, accommodations, services, and supports. The Special Education Coordinator also oversees the execution of RtI² and gifted learner programming. The Special Education Coordinator reports to, receives support from, and is evaluated by the Director of Academics.
- **English as a Second Language (ESL) Coordinator:** The ESL Coordinator is responsible for the oversight and implementation of the English language learner programming across the network. The ESL Coordinator supports schools operating within the network in ensuring full legal compliance and in providing students with all necessary and mandated language services and supports. The ESL Coordinator works with the Director of Academics to ensure that language learner students have full access to all academic programming. The ESL Coordinator also works hand-in-hand with the Special Education Coordinator to ensure that language learner students with special needs, as well as those who require intervention or enrichment, receive all needed supports and services. The ESL Coordinator reports to, receives support from, and is evaluated by the Director of Academics.
- **Technology Coordinator:** The Technology Coordinator oversees all technology-related functions across the network, including supporting the implementation of educational technology initiatives, the installation of technology tools and systems, management and maintenance of technological systems and equipment, oversight of technological inventory, and provision of technology support to schools and individuals across the network. The Technology Coordinator also works with the PowerSchool and Engagement Coordinator to support the technological needs around effectively implementing PowerSchool. The Technology Coordinator reports to, receives support from, and is evaluated by the Director of Operations.

- **PowerSchool and Engagement Coordinator:** The PowerSchool and Engagement Coordinator will be tasked with overseeing the implementation of PowerSchool across the network. The PowerSchool and Engagement Coordinator ensures that PowerSchool is effectively employed to house and manage student data, including grades and attendance records. The PowerSchool and Engagement Coordinator lends robust direct support to school leaders and staff across the network in the effective and proper utilization of the PowerSchool database and receives technological support from the Technology Coordinator. The PowerSchool and Engagement Coordinator also oversees student, parent, and staff engagement activities, as well as the network's home visit program. The PowerSchool and Engagement Coordinator reports to, receives support from, and is evaluated by the Executive Director.
- **Human Resources and Federal Programs Manager:** The Human Resources and Federal Program Manager is responsible for maintaining and enhancing the network's human capital through the planning, implementation, and evaluation of staff relations and human resource programs, practices, and policies. The Human Resources and Federal Program Manager also ensures full legal compliance with all human resource-related local, State, and federal rules, regulations, requirements, and laws. The Human Resources and Federal Program Manager is also tasked with overseeing the Principals in the implementation of all relevant federal programs to ensure full compliance with all applicable rules, regulations, requirements, and laws. The Human Resources and Federal Program Manager reports to, receives support from, and is evaluated by the Executive Director.

School-level Leadership:

- **Principal:** The Principal is responsible for, and given the autonomy to lead, the day-to-day academic and operational functioning of the school. Among the responsibilities the Principal is tasked with are hiring and evaluating school staff, ensuring the effective execution of the school's academic and cultural programming, and cultivating a safe and positive school culture and learning environment. The Principal reports to, receives support from, and is evaluated by the Executive Director or Director of Operations.
- **Academic Coordinator:** While the Principal is responsible for, and held accountable to, the school's academic performance, with support from the Director of Academics, the Academic Coordinator is tasked with directly implementing the school's academic program. The Academic Coordinator works closely with instructional staff, supporting the development and execution of instructional plans and assessments anchored in the school's curricula. The Academic Coordinator also oversees the creation and implementation of teacher improvement plans. The Academic Coordinator reports to, receives support from, and is evaluated by the Principal. The Academic Coordinator also receives support from the Director of Academics.
- **Dean of Students:** The Dean of Students is responsible for overseeing the cultural and behavior management aspects of the school. The Dean of Students is fundamental in maintaining a positive and safe school environment and provides support and directs resources to students who are struggling behaviorally and/or social-emotionally. The Dean of Students also handles all discipline-related issues. The Dean of Students reports to, receives support from, and is evaluated by the Principal.

- **Counselors:** Counselors are responsible for tracking and making recommendations about student attendance, truancy, and transcript data. In addition, a primary component of our school culture is emphasis on college readiness. Counselors not only ensure students are on-track to matriculate/graduate through regular reviews of transcripts, they also help students in developing their post-secondary goals and plans. Counselors aid students in identifying colleges and university that meet their individual learning needs. Counselors also assist students in the college and financial aid application process.
- b. Provide, as Attachment M, the organization charts for Year 1 networks as a whole (including both network management and schools within the network). Year 3 network as a whole and Year 5 network as a whole. The network organization charts should clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the schools. If the school intends to contract with a charter management organization clearly show the provider’s role in the organizational structure of the school.**

See Attachment M.

- c. Explain any shared or centralized support services the network organization will provide to schools in Tennessee. Describe the structure, specific services to be provided, the cost of those services, how costs will be allocated among schools, and specific service goals. How will the organization measure successful delivery of these services? (In the case of a governing board proposing to contract with a management organization, service goals should be outlined in the term sheet and draft contract).**

Services to be provided. To ensure each MSE school has strong academic, operational, and financial support, MSE’s Network office and team will provide services to MSE’s schools in the form of:

- Shared professional development opportunities for school leaders, teachers, and staff members (coordinated by the Network leadership team)
- Curriculum selection and design (and standards for development of unit and lesson plans, pacing, and level of rigor)
- Data management (i.e., test center and analysis of formative and summative assessments; student enrollment, attendance, transfer, and withdrawal data; local, State, and federal compliance reporting)
- Accounting and budget management
- Vendor management and procurement
- Information Technology (IT) management (computers, equipment)
- Facilities management and maintenance (including financing and funding to secure school facilities)
- Human Resources management
 - Staff recruitment and hiring
 - Payroll processing and benefits administration
- Student recruitment

- Fundraising (for the organization on behalf of MSE schools)
- Community relations

The services provided by the Network office are carried out by the network leadership team, who provide a breadth of experience and skill sets around the service areas outlined above.

Cost and allocation of services. Schools will share in the costs of the network office (staffing, operating expenses) pro rata based on each school's percentage of the organization's total student enrollment. For example, if one of MSE school's enrollment is 25% of the enrollment of all MSE schools, that school would pay 25% of the network office's expenses from the school's Basic Education Payment revenue.

The following table summarizes the costs of the network office over the next five years.

Fiscal Year	Network costs
2019-2020	~\$632K
2020-2021	~\$1.1M
2021-2022	~\$1.2M
2022-2023	~\$1.3M
2023-2024	~\$1.5M

Service goals. Memphis School of Excellence is seeking to create a network and a K-12 feeder pattern that deeply serves several communities in the Memphis area: Hickory Hill and Cordova.

By creating a network support team and office, MSE is seeking to leverage resources, experience, and expertise to ensure academic leaders, teachers, and staff can focus on driving student achievement, and that they have professional development and coaching, curricular materials, financial resources, and effective operational processes to support them in that effort.

As such, the service goals of the network support team are to:

1. Provide professional development and other learning opportunities for school leaders and teachers to allow them to grow as educators ("Grow Your Own Administration program" as one example). As a network, MSE educators will have access to a vast array of learning opportunities from within the network and outside the network.
2. Provide access to a robust set of curricular resources and materials aligned to Tennessee State standards, and provide effective frameworks, standards, feedback, and coaching around unit and lesson plan development and data-driven instructional cycles.
3. Provide access to, and analysis of, student achievement data and trends.
4. Provide Human Resources (HR) management (recruiting, on-boarding, payroll systems, benefits) to ensure MSE schools have the education talent to meet its vision and mission.
5. Provide the financial resources (and help individual school leaders prioritize spending) to maximize teaching and learning in the school. This includes fundraising on behalf of the needs of MSE's individual schools.
6. Provide an efficient system of procurement to ensure that each MSE school has the supplies, materials, and equipment to operate effectively.
7. Provide well-maintained and functioning facilities that support teaching and learning in the school and that provides students with an array of enrichment activities, clubs, and sports.

8. Assist MSE schools with student recruitment efforts to ensure that each school is fully enrolled each year.

Service delivery success measures. To measure how the network office is doing in terms of school support, a survey will be administered to school level leaders, teachers, and staff at least two times per year with a series of satisfaction-related questions around the service goals mentioned above (with opportunities for comments and feedback). For example, questions will address whether, and to what extent, schools feel supported by the network in professional development, curricular resources, HR management, budgeting and financial management, facilities, and student recruitment. In addition to formal surveys, MSE will create informal feedback loops in which the network team and school-level personnel communicate (in-person and via written communications) on the effectiveness of support services.

Finally, MSE will develop a monthly dashboard to continuously evaluate quantitative measures around its support services. Dashboard metrics would include:

- Frequency and types of professional development (and percentage of participation from school level staff)
- Monitoring of any instances of procurement delays, absence of materials, supplies, and equipment
- Teacher evaluation (coaching and observation frequency and quality)
- School level financial metrics (monthly budget to actuals, cash balances, timeliness of closing books each month)
- Student enrollment and attendance
- Staff hiring and retention
- Frequency of facilities-related issues
- Timeliness of student achievement data availability and analysis

Using the table below, summarize school- and organization-level decision-making responsibilities as they relate to key functions.

Function	Network Decision Making	School Decision Making
Performance Goals	The Executive Director, in collaboration with relevant network- and school-level leaders and with approval from the Board of Directors, is responsible for decisions related to performance goals. Examples of such decisions may include: the establishment of network-wide academic, operational, and financial performance goals; identification of benchmark measures and metrics; and specification of monitoring mechanisms for the network as a whole and individual schools within the network, as well as adjustments to academic, operational, and financial programming, policies, and practices in support of achieving goals.	The Principal, with support from, and in collaboration with, the Executive Director and other relevant network- and school-level leaders, is responsible for decisions related to school-specific performance goals that support the achievement of network-wide goals. Examples of such decisions may include the establishment of goals specific to subpopulations and cohorts of students, as well as contents and grade levels as applicable to the network's goals.

Function	Network Decision Making	School Decision Making
Curriculum	The Director of Academics, with support and oversight from the Executive Director, is responsible for decisions related to curriculum. Examples of such decisions may include unit and lesson plan design requirements to ensure alignment to all applicable standards, appropriate pacing, and high levels of rigor, as well as the elimination and adoption of curricular resources.	The Academic Coordinator, with support and oversight from the Director of Academics and Principal, is responsible for decisions related to curriculum at the school level. Examples of such decisions may include the determination of school-specific details around unit and lesson plan review, as well as the deployment and allocation of curricular resources.
Professional Development	The Director of Academics, with support and oversight from the Executive Director, is responsible for decisions related to professional development (PD). Examples of such decisions may include the creation and implementation of the network's PD plan in support of achievement of the network's established performance goals, as well as determinations about PD offerings as informed by formal and informal observation data, benchmark scores, and other sources of data.	The Principal and/or the Academic Coordinator, with oversight and support from the Director of Academics, is responsible for decisions related to PD at the school level. Such decisions may include determinations about instructional staff in need of additional support and development, as well as requests to the network for PD on specific topics as informed by various sources of data like teacher request, observations, and assessment results.
Data Management and Interim Assessments	The PowerSchool and Engagement Coordinator, with input from the Technology Coordinator, when applicable, and with support and oversight from the Executive Director, is responsible for decisions related to data management. Examples of such decisions may include creating and/or modifying the master schedule in PowerSchool, fulfilling State and district reporting requirements, as well as tracking student attendance, enrollment, transfer, and withdrawal data. The Director of Academics, with support and oversight from the Executive Director, is responsible for decisions regarding interim assessments. Examples of such decisions include creating and validating all internal benchmark assessments and establishing and modifying assessment administration practices, as well as vetting and proposing the adoption, elimination, or replacement of external standardized interim assessments such as NWEA MAP.	The Counselor, with support and oversight from the Principal and Academic Coordinator, is tasked with decisions around data management at the school level. Examples of such decisions include tracking and making recommendations about student attendance, truancy, and transcript data. The Academic Coordinator, with support and oversight from the Principal and Director of Academics, is responsible for decisions regarding interim assessments at the school level. Examples of such decisions may include making determinations about tutoring groups, as well as prescribing student interventions and assigning teacher supports as informed by analysis of benchmark interim assessments.
Promotion Criteria	The Executive Director, with input from the Director of Academics and approval from the Board of Directors, is responsible	The Principal, with support and oversight from the Executive Director, is responsible for decisions related to

Function	Network Decision Making	School Decision Making
	for decisions related to promotion criteria. Examples of such decisions may include modifying promotion thresholds, as well as revising retention policies and practices while still complying with all applicable district and State mandated requirements.	promotion criteria at the school level. Such decisions may include determinations of retention as outlined by the network's policies, as well as alternative solutions to retention.
Culture	The Executive Director is responsible for decisions related to the network's culture as whole, as well as the cultural programming implemented in each of the network's schools. Examples of such decisions may include the adoption of social-emotional curriculum and implementation of cultural structures, as well as changes to the network's behavioral management practices and discipline policies.	The Dean of Students, with support and oversight from the Principal and, by extension, the Executive Director, is responsible for school-level decisions related to culture. Examples of such decisions may include the establishment or modification of school-specific cultural practices in support of the network's cultural vision and programming, as well as determinations about student-specific consequences in alignment to the network's behavioral plan as related to discipline infractions.
Budgeting, Finance, and Accounting	The Director of Finance, with support and oversight from the Executive Director and, by extension, the Board of Directors, is responsible for decisions related to budgeting, finance, and accounting. Examples of such decisions may include initial budget development, proposed resource allocations, as well as practices guiding payroll preparation, accounts payable and receivable, and grant reimbursements.	The Principal, in collaboration with the Executive Director and Director of Finance, is responsible for decisions related to budgeting, finance, and accounting at the school level. Examples of such decisions may include allocations for school-specific resources like instructional materials and supplies and PD, as well as for offerings such as school-specific school events and clubs.
Student Recruitment	The Executive Director, with support and input from the Director of Operations and Director of Finance, is responsible for decisions regarding student recruitment. Examples of such decisions may include creation of or adjustment to recruitment plans, such as advertising mechanisms, target markets, and events, as well as adjustments to student enrollment targets.	The Principal, with support and oversight from the Executive Director, is responsible for decisions regarding student recruitment at the school level. Such decisions may include details regarding open houses, as well as school-specific advertising and marketing content.
School Staff Recruitment and Hiring	The Executive Director, with support and input from the Director of Operations, Director of Academics, Director of Finance, and Human Resources and Federal Programs Manager, is responsible for decisions regarding school staff recruitment and hiring. Examples of such decisions may include advertising	The Principal, with support and oversight from the Executive Director, is responsible for school staff recruitment and hiring at the school level. Examples of such decisions may include participation details in recruitment events such as fairs, as well as hiring determinations for

Function	Network Decision Making	School Decision Making
	mechanisms, target markets, and events, as well as adjustments to hiring targets. Decisions also may encompass changes to hiring practices and compensation packages, which would comply with all applicable district, State, and federal laws and policies.	school-specific vacancies. Hiring determinations will be made from a pool of candidates previously screened or approved by network-level leadership.
Human Resources (H/R) Services (e.g., payroll, benefits)	The Director of Finance and Human Resources and Federal Programs Manager, with support and oversight from the Executive Director and Director of Operations, are responsible for decisions related to H/R Services. The Director of Finance may make decisions such as changes to payroll procedures, as well as recommendations about compensation and benefits packages. The Human Resources and Federal Programs Manager may make determinations about personnel policies, as well as human resource programming across the network.	The Principal, with support and oversight from the Executive Director and input from the Human Resources and Federal Programs Manager, is responsible for decisions regarding H/R Services at the school level. Examples of such decisions may include assigning extra duties as needed, allocating stipends for duties related to sports and clubs, as well as determining payroll deductions for situations, such as teacher absences or lost equipment.
Development/ Fundraising	The Executive Director, with support and input from the Director of Operations and Director of Finance, is responsible for decisions related to development and fundraising. Examples of such decisions may include fundraising targets, markets, and events, as well as the allocation of monies raised by fundraising efforts.	The Principal, with support and oversight from the Executive Director, Director of Operations, and Director of Finance, is responsible for school-level decisions related to development/fundraising. Examples of such decisions may include the development and implementation of fundraising targets and events, as well as the allocation of raised funds to support school-specific initiatives.
Community Relations	The PowerSchool and Engagement Coordinator, with support and oversight from the Executive Director, is responsible for decisions regarding internal community relations. Examples of such decisions may include the development of parent and community events and programs, as well as oversight of and changes to the network's home visit program. The Human Resources and Federal Programs Manager, with support and oversight from the Executive Director, is tasked with decisions regarding external community relations. Examples of such decisions may include planning and implementing community stakeholder	The Dean of Students, with support and oversight from the Principal and PowerSchool and Engagement Coordinator, is responsible for decisions regarding community relations at the school level. Examples of such decisions may include school-specific implementation details of network-wide parent and community events and programs and the home visit program, as well as the development and implementation of school-specific community offerings, such as computer and language classes.

Function	Network Decision Making	School Decision Making
	events, as well as managing media relations.	
Information Technology (I/T)	The Technology Coordinator, with support and oversight from the Director of Operations and input from the PowerSchool and Engagement Coordinator, is responsible for decisions related to I/T. Examples of such decisions include the proposal of educational technology initiatives and assessment of technology-related needs and maintenance plans, as well as the allocation of technological support provided to schools.	The Technology Coordinator, with support and oversight from the Director of Operations and input from the PowerSchool and Engagement Coordinator as applicable, is responsible for decisions related to I/T at the school level. The Technology Coordinator rotates between all MSE campuses to oversee and manage each school's technological infrastructure and systems. The Principal is tasked with alerting the Technology Coordinator to all school-specific technology needs and issues, to which the Technology Coordinator decides how to respond. Additional examples of decisions may include assigning school specific technology resources, as well as providing customized technology support to staff and students.
Facilities Management	The Executive Director, with support and input from the Director of Operations and Director of Finance, is responsible for decisions regarding facilities management. Examples of such decisions include the provision of security and safety systems, assessment of building-specific needs and maintenance plans, selection and execution of facility-related vendors and contracts, as well as determinations about facility procurement.	The Principal, with support and oversight from the Executive Director and/or Director of Operations, is tasked with decisions regarding facilities management at the school level. Examples of such decisions may include determining and reporting facility needs, remedying maintenance issues under \$1K, communicating with approved vendors, as well as evaluating custodial performance.
Vendor Management/Procurement	The Executive Director, with support and input from the Director of Operations and Director of Finance and approval from the Board of Directors, is responsible for decisions regarding vendor management/procurement. Examples of such decisions may include establishment and advertisement of RFPs, use of SCS approved RFPs and vendors, selection and management criteria for vendors, as well as determinations about resource allocations for procurements.	The Principal, with support and oversight from the Executive Director, Director of Operations, and Director of Finance, is responsible for vendor management/procurement decisions at the school level. Examples of such decisions may include procuring items under \$1K, as well as working with approved vendors.

2.13 Network Governance (for existing operators)

- a. **As applicable, describe the governance structure at the network level and how that relates to the individual school.**
 - **Will each school/campus have an independent governing board, or will there be a single network-level board governing multiple schools? If there will be a network-level board, discuss the plan for satisfying the statutory requirement of either: having a parent from one of the network's Tennessee schools serve on the governing body, or having advisory councils at each school.**

A single network-level Board will govern all of our schools. More specifically, our sponsoring entity – Read Foundation (RF) – is a nonprofit corporation that was established according to Federal and Tennessee nonprofit corporation laws. The Board of Directors of the RF are dedicated to quality education and the promotion of science, mathematics, engineering, and technology (STEM) in school environments. The primary purpose of the foundation is to organize and operate exclusively for charitable, educational, scientific, and literary purposes. Accordingly, the Board of Directors of the Read Foundation will serve as the governing body for all MSE schools. MSE's Executive Director oversees the operation of all MSE schools and is evaluated annually by the Board of Directors.

To satisfy the statutory requirement of parental representation on the Board, one parent whose child is currently enrolled in one of our operating schools in the Hickory Hill neighborhood of Memphis serves as an active Board Member. On approval of the proposed school's charter, another parent whose child is enrolled in our school located in Cordova will be appointed to the Board within six months of the school's opening, ensuring parent representation in both areas of Memphis in which we will operate. Additionally, each school will have an advisory council. In accordance with Tennessee Code § 49-13-109, an advisory school council shall include no fewer than five (5) members and shall include the Principal, at least one (1) parent, and at least one (1) teacher representative. Parent and teacher membership will be determined by election. In addition, at least one community member who is active in the area in which the school resides will also be appointed to each advisory council to ensure that constituencies local to each school are also represented. Advisory councils will convene quarterly to discuss needs, identify areas for improvement, pinpoint problems, and recommend solutions. Following every meeting, each advisory council will submit a report detailing the council's conversations, needs, and recommendations among other pertinent information to the Board. Each Principal on the advisory councils will attend Board meetings to further expound on the needs and requests identified in reports. Upon hearing from individual school's Principals and receiving reports, the Board will determine what further actions need to be taken in response to the councils' input. Accordingly, based on individual needs, the Board may elect to adopt school-specific policies, such as implementing varying pay scales, employing retention bonuses, and enacting sports compensation policies. In short, advisory councils will ensure that each school has representation and will inform the Board of each school's individual needs and interests, allowing the Board to effectively govern all schools.

- b. Describe the size and composition (current and desired) for the board. Explain how the proposed governance structure and composition will help ensure that there will be active and effective representation of key stakeholders.**

Size and composition of the Board. Currently, the Board is composed of six highly qualified, diverse individuals who are committed to MSE's mission, vision, and model. In anticipation of replication, the Board recently added new members, taking membership to six directors. The addition of directors ensures that the Board will be able to effectively govern all MSE schools, as well as enabling effective representation of key stakeholders. As indicated above, upon approval of, and opening of, the proposed school, the Board will appoint an additional parent to serve as an active director. The Board does not currently intend to add additional directors beyond that of a parent in the near future. The current Board has the collective expertise, competence, and experience to effectively govern and ensure the financial, operational, and educational success of all our schools.

Active and effective representation of key stakeholders: The size and composition of the Board will enable active and effective representation of key stakeholders through:

- **Parent Representation:** As explained above, a parent whose child is currently enrolled in one of our schools in operation is an active Board Member. Additionally, upon approval of the charter and opening of the proposed school, a parent whose child is enrolled in our school in Cordova will be appointed to the Board. These members lend key parent voice and representation of the Hickory Hill and Cordova areas of Memphis to the Board.
- **Advisory Councils:** As indicated above, each school will have an advisory council. In accordance with Tennessee Code § 49-13-109, an advisory school council shall include no fewer than five (5) members and shall include the Principal, at least one (1) parent, and at least one (1) teacher representative. In addition, at least one community member who is active in the area in which the school resides will also be appointed to each advisory council to ensure constituencies of each school are also represented. Every council will meet quarterly and, upon convening, will submit a report to the Board for review. Advisory council reports, as well as further information provided by Principals who reside on councils, will ensure that school stakeholders are actively and effectively represented.
- **Tennessee Open Meetings Act:** All Board meetings are open to the public; the Board encourages all stakeholders to regularly attend. Board meeting dates, agendas, minutes, and policies are published on MSE's website. Stakeholders may request hard copies of public Board artifacts.
- **Parent-Teacher Organization:** Every school will have a Parent-Teacher Organization (PTO) that meets regularly to discuss matters related to the school's operation and programming. Each PTO employs a robust governing structure that consists of the following elected officers: President, First Vice President, Second Vice President, Secretary, Treasurer, Assistant Treasurer, and Parliamentarian and Liaison Officers. After PTO meetings, the President or his/her designee will meet with the Principal to relay comments, concerns, and ideas. The Principal will then share relevant information with the Board for consideration.
- **Stakeholder Input:** The Board values community stakeholder input and will regularly solicit feedback from stakeholders, such as parents, community members, local businesses, and community hubs through methods such as surveys, presentations, meetings, and forums.

- c. **Discuss the powers and duties of the governing board(s). Identify key skills, areas of expertise, and constituencies that will be represented on the governing board(s).**

Powers and duties of the Governing Board. The Board is ultimately responsible for the success of all MSE schools. As outlined in the Board's by-laws, the composition of the Board includes a President, Vice President, a Treasurer, and a Secretary. The by-laws define each officer's powers and duties as follows:

- **President:** The president shall be the chief executive officer of the Corporation. The president shall supervise and control all of the business and affairs of the Corporation. The president shall preside at all meetings of the members and of the Board of Directors. The president may execute any deeds, mortgages, bonds, contracts, or other instruments that the Board of Directors has authorized to be executed. However, the president may not execute instruments on behalf of the Corporation if this power is expressly delegated to another officer or agent of the Corporation by the Board of Directors, the bylaws, or statute. The president shall perform other duties prescribed by the Board of Directors and all duties incident to the office of president.
- **Vice President:** When the president is absent, is unable to act, or refuses to act, a vice president shall perform the duties of the president. When a vice president acts in place of the president, the vice president shall have all the powers of and be subject to all the restrictions of the president. If there is more than one vice president, the vice presidents shall act in place of the president in the order of the votes received when elected. A vice president shall perform other duties as assigned by the president or Board of Directors.
- **Treasurer:** The treasurer shall:
 - Have charge and custody of and be responsible for all funds and securities of the Corporation.
 - Receive and give receipts for moneys due and payable to Corporation from any source.
 - Deposit all moneys in the name of Corporation in banks, trust companies, or other depositories as provided in the bylaws or as directed by the Board of Directors or president.
 - Write checks and disburse funds to discharge obligations of the Corporation.
 - Maintain the financial books and record of the Corporation.
 - Prepare financial reports at least annually.
 - Perform other duties as assigned by the president or by the Board of Directors.
 - If required by the Board of Directors, give a bond for the faithful discharge of his/her duties in a sum and with a surety as determined by the Board of Directors.
 - Perform all of the duties incident to the office of treasurer.
- **Secretary:** The secretary shall:
 - Give all notices as provided in the bylaws or as required by law.
 - Take minutes of the meetings of the members and the Board of Directors and keep the minutes as part of the corporate records.
 - Maintain custody of the corporate records and of the seal of the Corporation.
 - Affix the seal of the Corporation to all documents as authorized.
 - Keep a register of the mailing address of each director, officer, member, and employee of the Corporation.

- Perform duties as assigned by the president or by the Board of Directors.
- Perform all duties incident to the office of secretary.

The Board's by-laws also dictate that the Board must have an Academic Committee and Finance Committee; each committee's activities and scope of work is as follows:

- **Academic Committee:** Reviews curriculum to ensure alignment with MSE's mission; recommends policy changes to the Board when appropriate; and participates in program development and evaluation.
- **Finance Committee:** Drafts annual operating and capital budgets for approval by the Board; reviews and presents monthly actual revenues and expenditures of operating, capital, and enterprise activities to the Board; and provides advice to the Board and school leadership about financial matters.

In addition to the committees outlined above, the by-laws indicate that the Board may adopt a resolution establishing one or more committees. A committee must include two or more directors and may include members who are not serving as directors. However, if the Board delegates any of its authority to a committee, the majority of the committee will consist of directors. In accordance with the by-laws, the Board has established the following committees, which function as follows:

- **Facilities and Equipment Committee:** Determines space and equipment needs and costs associated therewith; develops plans for any necessary renovations to sites; monitors ongoing compliance with regulations; and oversees maintenance of buildings and equipment.
- **Personnel Committee:** Reviews and recommends job descriptions to the Board; reviews Principals' recommendations for hiring and dismissing employees; makes employment recommendations to the Board; and provides advice to the Board and school leadership about personnel matters.

Key skills and areas of expertise represented on the Governing Board. Individually and collectively, directors possess the skills and expertise to govern and ensure each school achieves academic, operational, and financial success. More specifically, the Board is composed of six dedicated educators and distinguished community members who have expertise in community service and outreach, the law, public relations, education, management, parent and community involvement, finance, marketing, fundraising and grant writing, personnel and human capital, and non-profit governance. Directors also have vast experience in school administration, medicine, science, mathematics, and computer education at a national as well as at an international level.

Name	Current Job and Employer	Focus/Expertise
Dr. Cem Akkus	GIS Analyst at the School of Public Health, University of Memphis	Community Service/Outreach, Community Involvement
Patty Farmer	Not Applicable – Parent Representative	Community Service/Outreach, Education, Organizational Experience
Dr. Richard E. Potts	Associate Professor of Education, Christian Brothers University	Community Service/Outreach, Education, Management/ Organization Experience

Bayram Demirbuga	Statistical Programmer, TN Department of Health	Community Service/Outreach, Education
Veda V.T. Cherry	Lawyer, Cherry & Cherry, LLC	Legal Expertise/Attorney, Community Involvement , Public Relations
Dr. David C. Akdemir	Director of Leadership Development, Harmony Public Schools	Personnel/Human Capital, Education, Finance, Marketing

Dr. Akkus is an educator and consultant to a charter school; he has been instrumental in creating and implementing after-school programs for underprivileged and underserved students. Mrs. Farmer serves as the Board's parent representative and has extensive experience working with PTOs, as well as sponsoring and executing robust fundraising activities. Additionally, Mrs. Farmer annually organizes an open house, welcoming all community members to attend; most recently, more than 150 families and community stakeholders visited our operational schools. Dr. Potts is an associate professor at Christian Brothers University Education Department with expertise in higher education and educational management. Mr. Demirbuga is a former teacher who currently works for the TN Department of Health; he brings valuable science, technology, engineering, and mathematics (STEM) knowledge and experience to the Board. Ms. Cherry is a practicing lawyer; she is a founding partner at Cherry & Cherry, LLC and offers a wealth of legal expertise. Dr. Akdemir is the current Director of Leadership Development at Harmony Public Schools. He possesses extensive experience and knowledge in K-12 education, as well as is an expert in personnel and human capital and educational leadership. Dr. Akdemir also brings finance and marketing expertise to the Board.

Constituencies represented by the Governing Board. As explained throughout this section, each school will have an advisory council. In accordance with Tennessee Code § 49-13-109, an advisory school council shall consist of no fewer than five (5) members and shall include the Principal, at least one (1) parent, and at least one (1) teacher representative. In addition, at least one community member – such as a local leader and/or member of a faith-based or other community organization who is active in the area in which the school resides – will be appointed to each advisory council to ensure that constituencies of each school are also represented. Advisory councils will convene quarterly to discuss needs, identify areas for improvement, pinpoint problems, and recommend solutions. Following every meeting, each advisory council will submit a report detailing the council's conversations, needs, and recommendations among other pertinent information to the Board. Each Principal on the advisory councils will attend Board meetings to further explain the needs and requests identified in reports. Upon hearing from individual school's Principals and receiving reports, the Board will determine what further actions need to be taken in response to the councils' input.

- d. Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; and b) the board will evaluate the success of the school and leader.**

Ensuring the school will be an education and operational success. The Board of Directors is ultimately accountable for the oversight and success of all MSE schools. As such, the Board's

primary focus is to ensure that all necessary resources are available to accomplish MSE's mission and goals. The Board will delegate to the appointed Principal authority and decision-making responsibility for day-to-day operations of the school, including (but not limited to): hiring and dismissing school staff; designing the school's curriculum; and creating the school's annual budget (subject to Board approval). To that end, Board Members' responsibilities include (but are not limited to):

- Affirm MSE's mission, goals, and objectives
- Attend regular and special Board meetings
- Provide leadership to Board committees and sub-committees
- Help prepare the budget collaboratively with the Executive Director and Director of Finance
- Commit time to developing financial resources for the charter school
- Evaluate the performance of the Executive Director
- Establish and maintain all policies governing the operation of MSE schools
- Ensure that MSE schools adhere to the mission and goals outlined in the charter
- Hold the Executive Director accountable for the academic success and fiscal responsibility of MSE schools
- Provide support to schools for additional fund-raising, marketing, and other services as needs arise
- Hear and render decisions on issues brought to the Board's attention
- Participate in disputes that are brought to the Board's attention as they relate to MSE's discipline policy – especially disputes arising in the areas of expulsion and long-term suspension
- Handle complaints submitted to the Board in a timely manner per the complaints process detailed in the charter application
- Responsibly review and act on committee recommendations
- Assist in identifying resources and attracting resourceful people
- Advocate on behalf of MSE by working to establish partnerships with community organizations, institutions of higher learning, and nonprofit foundations

In addition to the robust responsibilities of each Board Member, the collective expertise of the Board will further ensure that MSE schools will be an educational and operational success. As described in detail above, the Board possesses extensive knowledge in the key areas of community service and outreach, law, public relations, education, management, parent and community involvement, finance, marketing, and personnel and human capital. Members' collective experience enables the Board to provide informed oversight and effectively govern MSE schools.

The Board is composed of four officers: President, Vice President, Treasurer, and Secretary. These offices have distinct powers and duties (described above) as dictated by the Board's by-laws. Such clear delineation of roles and responsibilities further ensures success as each officer is specifically tasked with, and held accountable to, clear responsibilities related to the operational success of MSE schools.

Additionally, as detailed above, the Board implements a robust committee structure. Collectively, committees oversee critical educational and operational aspects of MSE schools, including

curricula and academic programming, facilities and equipment needs, financial health, and personnel matters. In short, the Board's layered approach to governance, including extensive member responsibilities, depth and breadth of member expertise, clearly defined offices, and comprehensive committees ensure that each MSE school is, and will be, an educational and operational success.

Evaluating the success of the school. The Board of Directors is ultimately accountable for the success of MSE schools. The Board will evaluate each school against the applicable goals outlined in the Performance Management section. Data gleaned from the district Operational Scorecard and Performance Framework, TN report card, State assessment results, and audit reports will inform evaluation of the school. In addition, the Executive Director or his designee provides information about each school's performance via a dashboard that outlines metrics during Board meetings. Such data includes:

- Student academic achievement and growth
- Financial reports
- Behavioral and discipline reports
- Enrollment data
- Average daily attendance

Evaluating the success of the leader. The Board of Directors is responsible for evaluating the success of the Executive Director. The Board has partnered with BoardOnTrack – an organization with expertise in supporting charter school Boards. With guidance from BoardOnTrack, the Board will conduct an annual evaluation of the Executive Director. The Board evaluates the Executive Director against the School Performance Framework provided by the district and State. In addition, the Board examines the annual financial report, district financial report, and financial audits, as well as the district's operational scorecard to inform the Executive Director's evaluation around finance and operations.

e. Explain how the interests of individual schools will be balanced with network interests and how key stakeholders will be represented.

As previously indicated, each school will have an advisory council. In accordance with Tennessee Code § 49-13-109, an advisory school council shall consist of no fewer than five (5) members and shall include the Principal, at least one (1) parent, and at least one (1) teacher representative. Parent and teacher membership will be determined by election. In addition, at least one community member who is active in the area in which the school resides will also be appointed to each advisory council to ensure that constituencies of each school are also represented. In short, advisory councils serve to identify and represent the specific interests of individual schools in the network. Advisory councils will convene quarterly to discuss needs, identify areas for improvement, pinpoint problems, and recommend solutions. Following every meeting, each advisory council will submit a report detailing the council's conversations, needs, and recommendations among other pertinent information to the Board. Each Principal on an advisory council will also attend Board meetings to further explain the needs and requests identified in reports. Upon hearing from individual school's Principals and receiving council reports, the Board will determine what further school-specific actions need to be taken in response to each councils' input. Accordingly, based on individual needs, the Board may elect to adopt school-specific

policies, such as implementing varying pay scales, employing retention bonuses, and enacting sports compensation policies. In short, advisory councils will ensure that the interests of individual schools are balanced with network interests.

The Board will ensure active and effective representation of key stakeholders through the following:

- **Parent Representation:** As explained above, a parent whose child is currently enrolled in one of our schools in operation is an active Board Member. Additionally, upon approval of the charter and opening of the proposed school, a parent whose child is enrolled in our school in Cordova will be appointed to the Board. These members lend key parent voice and representation of the Hickory Hill and Cordova areas of Memphis to the Board.
- **Advisory Councils:** As indicated above, each school will have an advisory council. In accordance with Tennessee Code § 49-13-109, an advisory school council shall consist of no fewer than five (5) members and shall include the Principal, at least one (1) parent, and at least one (1) teacher representative. In addition, at least one community member who is active in the area in which the school resides will also be appointed to each advisory council to ensure that constituencies of each school are also represented. Every council will meet quarterly and, upon convening, will submit a report to the Board for review. Advisory council reports, as well as further information provided by Principals who reside on councils, will ensure that school stakeholders are actively and effectively represented.
- **Tennessee Open Meetings Act:** All Board meetings are open to the public; the Board encourages all stakeholders to regularly attend. Board meeting dates, agendas, minutes, and policies are published on MSE's website. Stakeholders may request hard copies of public Board artifacts.
- **Parent-Teacher Organization:** Each school in operation has an active Parent-Teacher Organization (PTO) that meets regularly to discuss matters related to the school's operation and programming. Each PTO employs a robust governing structure, which can consist of the following elected officers: President, First Vice President, Second Vice President, Secretary, Treasurer, Assistant Treasurer, and Parliamentarian and Liaison Officers. After PTO meetings, the President or his/her designee will meet with the Principal to relay comments, concerns, and ideas. The Principal will then share relevant information with the Board for consideration.
- **Stakeholder Input:** The Board values community stakeholder input and will regularly solicit feedback from stakeholders, such as parents, community members, local businesses, and community hubs through methods such as surveys, presentations, meetings, and forums.

f. Will the charter be held by the same existing non-profit board or will a new board be formed?

The charter will be held by the same existing nonprofit Board.

- **If the existing board will also govern the new school:**
 - **Include a copy of the by-laws and organizational chart, with emphasis on what changes, if any, will need to take place at the board level for it to be effective (i.e., add members, redistribute roles, responsibilities, etc.).**

See Attachment F.

- **Discuss any plans to transform the board's membership, mission, and by-laws to support the charter school expansion/replication plan. Describe the plan and timeline for completing the transition and orienting the board to its new duties.**

Transformation of the Board's membership, mission, and by-laws. As previously indicated, in anticipation of replication, the Board recently appointed additional members, increasing membership to six directors. In addition, upon approval of the charter and opening of the proposed school, another parent will be appointed to the Board to ensure parent voice and representation of the Cordova area of Memphis. The Board's mission and by-laws will not change; the crux of the mission is to provide effective oversight and support to ensure each school is successful. The by-laws as adopted also allow for robust membership, as well as a healthy officer and committee structure; thus, they do not need to be amended. They already dictate effective governance guidelines for multiple schools.

Transition and orientation plan. As stated above, the existing Board will serve as the Governing Board of the proposed school. Since the proposed school will replicate the exact same focus and grade structure, the Board is already very familiar with the proposed school's academic and cultural programming, as well as operations. However, to ensure that the Board is fully oriented to the proposed school, the Board president and secretary will organize an orientation program that will include the selected Principal of the proposed school to certify that s/he also fully understands the role responsibility of the Board. The goals of the orientation will be to:

- Communicate and discuss the mission, vision, and goals of the proposed school
- Define the roles and responsibilities of the Board
- Provide an overview of the proposed school's educational program
- Discuss the bylaws of the Board
- Discuss Open Meetings Act and pertinent laws relative to charter schools

As indicated throughout this section, the Board will appoint another parent to serve on the Board within six months of the school's opening. To orient the new parent Board Member, as well as any future new member, the Board will provide a robust orientation to ensure s/he quickly becomes familiar with Board duties, responsibilities, policies, and practices. New member orientation will cover topics such as:

- Mission and vision
- Academic focus and plan
- Key design elements
- Cultural and parent programming
- Demographic data and student enrollment

A thorough summary of MSE's approved charter applications, as well as the roles and responsibilities of the Board, officers, and committees and key Board policies will be provided. New members will receive a binder that houses the above information, as well as Board agendas, minutes, and handbooks.

In addition to the initial and new Board Member orientations, the Board will participate in development activities throughout the year. As indicated above, the Board has partnered with

BoardOnTrack, which specializes in developing charter Board capacity. The Board will engage in development activities facilitated by and/or provided by BoardOnTrack throughout each school year to continuously expand capacity and grow knowledge. Development topics may include the following:

- Supporting and evaluating the Executive Director
- Archiving documents and cultivating institutional memory
- Simplifying processes and streamlining board logistics
- Engaging in coaching calls from Board experts
- Participating in member-only webinars, virtual coaching, and on-demand training and resources to learn about best practices

The Board will also engage in other professional development, including at least one annual Board training as mandated by Tennessee law. Other activities may include:

- Literature: The Board may study publications that relate to the school's academic programming and student population, such as Making Science by Christa Flores. In addition, the Board may read titles related to building Board capacity, including Board Meetings: A Guide for Charter Schools and Board Structure: A Guide to Bylaws, Officers and More! both authored by Marci Cornell-Feist.
- School Visits: The Board may visit schools that are successfully implementing similar programming to learn more about best practices.
- Community Events: The Board may engage in events provided by local foundations and organizations that align to and support the MSE's mission, vision, and programming.

Orientation timeline. The Board will adhere to a timeline such as the following around orientation and development activities:

- Initial board orientation for proposed school: Within one month of the school's opening
- Orientation for new member: Within one month of appointment
- Capacity building activities: Ongoing
- Board retreat: Annually
 - **If a new board will be formed:**
 - **Describe how and when the board will be created and what the relationship between the two boards will be (including any overlapping responsibilities). Please include biographies of the new board members, roles and responsibilities needed to govern the new school, organizational chart, and governing board structure. If available, include the by-laws of the new governing board. Please indicate if the charter will ultimately be held by the existing non-profit or a different non-profit board. If the latter, explain the transition.**

Not applicable.

2.14 Charter School Management Contracts (for existing operators, if applicable)

If the proposed school intends to contract with a charter management organization (CMO) or other education service provider (ESP) for school management, provide the following information as Attachment N:

- a. An explanation of how and why the CMO was selected;**
- b. A term sheet setting forth the proposed duration of the contract; roles and responsibilities of the school governing board, the school staff, and the service provider; scope of services and resources to be provided by the CMO; performance evaluation measures and mechanisms; detailed explanation of compensation to be paid to the provider; financial controls and oversight; methods of contract oversight and enforcement; investment disclosure; and conditions for renewal and termination of the contract;**
- c. A draft of the proposed management contract;**
- d. Disclosure and explanation of any existing or potential conflicts of interest between the school governing board and proposed service provider or any affiliated business entities; and**
- e. Documentation of the service provider's non-profit status and evidence that it is authorized to do business in Tennessee.**

Not applicable.

2.15 Personnel/Human Capital - Network-wide Staffing Projections (for existing operators)

Complete the following table indicating projected staffing needs for the entire network over the next five years. Include full-time staff and contract support that serve the network 50% or more. Change or add functions and titles as needed to reflect organizational plans. If the proposed school plans to use a staffing model that diverges from the school staffing model in the original application, please explain.

While we have modified the titles of positions since our original application, such as changing the title of the Assistant Principal to the Academic Coordinator, as well as have created network-level leadership positions as we have expanded, our core staffing model has not changed since submission of the original application for each school in our network.

Year	Year 1 2020-2021	Year 2 2021-2022	Year 3 2022-2023	Year 4 2023-2024	Year 5 2024-2025
Number of elementary schools	2	2	2	2	2
Number of middle/high schools	2	2	2	2	2
Total Schools	4	4	4	4	4
Student Enrollment	1,272	1,445	1,545	1,645	1,670
Network Positions					
Executive Director	1	1	1	1	1
Director of Operations	1	1	1	1	1
Director of Academics	1	1	1	1	1
Director of Finance		1	1	1	1
HR & Federal Programs Manager	1	1	1	1	1
Technology Coordinator	1	1	1	1	1
Power School and Engagement Coordinator	1	1	1	1	1
Instructional Coaches	4	4	5	5	5
Special Education Coordinator		1	1	1	1
RTI Coordinator				1	1
ESL Coordinator				1	1
Total back-office FTEs	10	12	13	15	15
Elementary School Staff⁵					
Principal	1.5	1.5	1.5	1.5	1.5
Academic Coordinator	1.5	1.5	1.5	1.5	1.5
Dean of Students	1	2	2	2	2
Classroom Teachers (Core Subjects)	24	28	35	35	35

⁵ We currently operate two schools in Hickory Hill; our elementary school facility also houses grades 6-8 of our middle and high school, so some positions are shared across the school building, which accounts for the partial positions reflected in the staffing chart.

Classroom Teachers (Specials/SPED/Intervention)	14	14.5	17	18	18
Counselor	1	2	2	2	2
Business Manager	.75	.75	1	1	1
Teacher Aides and Assistants	1	1	1	2	2
Secretaries	3	3.5	3.5	3.5	3.5
Total FTEs at elementary schools	47.75	54.75	64.5	66.5	66.5
Middle/High School Staff					
Principal	2.5	2.5	2.5	2.5	2.5
Academic Coordinator	2.5	2.5	2.5	2.5	2.5
Dean of Students	2	3	3	3	3
Counselor	2	3	4	4	4
Classroom Teachers (Core Subjects)	38	42	44	48	52
Classroom Teachers (Electives/SPED/Intervention)	17	18.5	25.5	25.5	25.5
ISS Teacher		.5	.5	.5	.5
Business Manager	1.25	1.25	2	2	2
Teacher Aides and Assistants					
Secretaries	5	5.5	5.5	5.5	5.5
Total FTEs at middle/high schools	70.25	78.75	89.5	93.5	97.5

2.16 Personnel/Human Capital – Staffing Plans, Hiring, Management, and Evaluation

In this section complete the following, if not previously addressed (in 2.4):

a. Describe the organizational structure of the proposed school.

Network-level leadership will oversee and support all MSE schools. With guidance and support from organization-level leadership, school-level leadership will lead the day-to-day operational and academic functioning of the school. As such, our organizational structure will include:

Network-level Leadership

- **Executive Director:** The Executive Director serves as the leader of the network and is ultimately responsible for ensuring that the network as a whole, as well as each school within the network, succeeds. The Executive Director oversees and supports Principals and ensures that they run effective, high-quality schools. As such, the Executive Director is tasked with making high-level, strategic decisions, including the oversight and hiring of network-level leadership and Principals, establishment of organization-wide expectations, implementation of organizational systems, business processes, and academic and cultural programming – all of which must align with, and support, MSE’s mission and vision. The Executive Director also manages vendor relations, contract oversight, food service, facilities, and security and safety systems. The Executive Director is responsible for cultivating a healthy culture across the organization – one of accountability, collaboration, and collegiality. The Executive Director reports to, receives support from, and is evaluated by, the Board of Directors.
- **Director of Operations:** The Director of Operations provides leadership and robust support around operational aspects across the network, including oversight of student and parent engagement, technology, counseling programs, 504 plans, and athletic and sports programming. The Director of Operations also assists the Executive Director with the oversight of school Principals and the Director of Academics. In addition to providing support to, and receiving training from, the Executive Director, the Director of Operations supports the Technology Coordinator and Human Resources and supports the Federal Programs Manager to ensure that systems and policies related to technological infrastructure, human capital, and federal programs operate effectively and comply with all local, State, and federal laws, regulations, and statutes. The Director of Operations reports to, receives support from, and is evaluated by, the Executive Director.
- **Director of Academics:** The Director of Academics is responsible for overseeing, implementing, and supporting the network’s academic programming, including instruction, assessment, and professional development. While the Executive Director is ultimately responsible for the success of the network, as well as the success of the individual schools operating across the network, the Director of Academics is also held accountable for the academic performance of each school. The Director of Academics oversees the network’s instructional coaches, as well as manages the Academic Coordinators at the school level. Additionally, the Director of Academics is responsible for the oversight of Response to Instruction and Intervention (RtI²), special education, English language learners, and gifted and talented programming. Accordingly, the Director of Academics oversees and provides support to the Special Education Coordinator and English-as-a-Second Language Coordinator to ensure that students with special needs and who are English language learners receive

curricular and instructional support, accommodations, modifications, and language services as mandated by law and as outlined in individual education plans and language learner plans. The Director of Academics reports to, receives support from, and is evaluated by, the Executive Director.

- **Director of Finance:** The Director of Finance is responsible for the financial health and sustainability of the network. The Director of Finance oversees the financial aspects of the network, including budget development, payroll preparation, accounts payable and receivable, and grant reimbursements. The Director of Finance also reports monthly to the Tennessee Consolidated Retirement System. The Director of Finance works closely with the Executive Director to ensure budget allocations reflect and support the operational and academic needs of the network. The Director of Finance, in collaboration with the Executive Director, also works with Principals, supporting them in school-based budgeting and financial decisions. The Director of Finance reports to, receives support from, and is evaluated by, the Executive Director.
- **Special Education Coordinator:** The Special Education Coordinator is tasked with overseeing the special education program and services across the network. With support from the Director of Academics, the Special Education Coordinator supports all schools operating in the network in ensuring full legal compliance; in creating, implementing, monitoring, and updating individual education plans; and in ensuring that students receive all needed and mandated modifications, accommodations, services, and supports. The Special Education Coordinator also oversees the execution of RtI² and the gifted learner programming. The Special Education Coordinator reports to, receives support from, and is evaluated by, the Director of Academics.
- **English as a Second Language (ESL) Coordinator:** The ESL Coordinator is responsible for the oversight and implementation of the English language learner programming across the network. The ESL Coordinator supports schools operating in the network in ensuring full legal compliance and in providing students with all necessary and mandated language services and supports. The ESL Coordinator works with the Director of Academics to ensure that language learner students have full access to all academic programming. The ESL Coordinator also works hand-in-hand with the Special Education Coordinator to ensure that language learner students with special needs, as well as those who require intervention or enrichment, receive all needed supports and services. The ESL Coordinator reports to, receives support from, and is evaluated by, the Director of Academics.
- **Technology Coordinator:** The Technology Coordinator oversees all technology-related functions across the network, including supporting the implementation of educational technology initiatives, the installation of technology tools and systems, management and maintenance of technological systems and equipment, oversight of technological inventory, and provision of technology support to schools and individuals across the network. The Technology Coordinator also works with the PowerSchool and Engagement Coordinator to support the technological needs around effectively implementing PowerSchool. The Technology Coordinator reports to, receives support from, and is evaluated by, the Director of Operations.

- **PowerSchool and Engagement Coordinator:** The PowerSchool and Engagement Coordinator will be tasked with overseeing the implementation of PowerSchool across the network. The PowerSchool and Engagement Coordinator ensures that PowerSchool is effectively employed to house and manage student data, including grades and attendance records. The PowerSchool and Engagement Coordinator lends robust direct support to school leaders and staff across the network in the effective and proper utilization of the PowerSchool database and receives technological support from the Technology Coordinator. The PowerSchool and Engagement Coordinator also oversees student, parent, and staff engagement activities, as well as the network's home visit program. The PowerSchool and Engagement Coordinator reports to, receives support from, and is evaluated by, the Executive Director.
- **Human Resources and Federal Programs Manager:** The Human Resources and Federal Program Manager is responsible for maintaining and enhancing the network's human capital through the planning, implementation, and evaluation of staff relations and human resource programs, practices, and policies. The Human Resources and Federal Program Manager also ensures full legal compliance with all human resource-related local, State, and federal rules, regulations, requirements, and laws. The Human Resources and Federal Program Manager is also tasked with overseeing the Principals in the implementation of all relevant federal programs to ensure full compliance with all applicable rules, regulations, requirements, and laws. The Human Resources and Federal Program Manager reports to, receives support from, and is evaluated by, the Executive Director.

School-level Leadership:

- **Principal:** The Principal is responsible for, and given the autonomy to lead, the day-to-day academic and operational functioning of the school. Among the responsibilities with which the Principal is tasked are hiring and evaluating school staff, ensuring the effective execution of the school's academic and cultural programming, and cultivating a safe and positive school culture and learning environment. The Principal reports to, receives support from, and is evaluated by, the Executive Director or Director of Operations.
- **Academic Coordinator:** While the Principal is responsible for, and held accountable to, the school's academic performance, with support from the Director of Academics, the Academic Coordinator is tasked with directly implementing the school's academic program. The Academic Coordinator works closely with instructional staff, supporting the development and execution of instructional plans and assessments anchored in the school's curricula. The Academic Coordinator also oversees the creation and implementation of teacher improvement plans. The Academic Coordinator reports to, receives support from, and is evaluated by, the Principal. The Academic Coordinator also receives support from the Director of Academics.
- **Dean of Students:** The Dean of Students is responsible for overseeing the cultural and behavior management aspects of the school. The Dean of Students is fundamental in maintaining a positive and safe school environment and provides support and directs resources to students who are struggling behaviorally and/or social-emotionally. The Dean of Students also handles all discipline-related issues. The Dean of Students reports to, receives support from, and is evaluated by, the Principal.

- **Counselors:** Counselors are responsible for tracking and making recommendations about student attendance, truancy, and transcript data. In addition, a primary component of our school culture is emphasis on college readiness. Counselors not only ensure students are on-track to matriculate/graduate through regular reviews of transcripts, they also help students in developing their post-secondary goals and plans. Counselors aid students in identifying colleges and university that meet their individual learning needs. Counselors also assist students in the college and financial aid application process.

b. Provide the school organizational chart as Attachment G.

See Attachment G.

c. Delineate the relationship of the school organization to the network organization as a whole.

The network as a whole has two schools currently in operation – an elementary school and a middle and high school, both of which are located in the Hickory Hill neighborhood of Memphis. The network is proposing to open two additional schools, both of which will replicate the exact grade structure and focus of its counterpart in Hickory Hill. In 2020, we project that the two additional schools – one elementary school and one middle and high school – will open in the Cordova area of Memphis, for a total of four schools in operation across our network. We do not have plans to expand or replicate additional schools at this time.

Each school that is a part of the network will be overseen and supported by network-level leadership. However, each school will have a school leadership structure independent of network leadership. School-level leadership will be responsible for the day-to-day operational and academic functioning of the school. School-level leadership will also be tasked with managing and evaluating school staff. See Attachment G for our school organizational chart and Attachment M for our network organizational chart.

d. Describe the operator’s current or planned process for sourcing and training potential school leaders. Explain how you have developed or plan to establish a pipeline of potential leaders for the network as a whole. If known, identify candidates already in the pipeline for future positions.

Sourcing and training potential school leaders. We fully appreciate the importance of cultivating a cadre of potential school leaders. To establish a robust pipeline, we have successfully implemented a program entitled, “Grow Your Own Administration,” at our two schools currently in operation. The program targets teachers who have expressed interest in building capacity around leadership skills, indicated the desire to transition to administration in the future, and have at least two years, teaching experience with track records of success educating students and working with parents. Once identified, staff will complete a formal tuition and service agreement, and school leadership will work with candidates to pinpoint the leadership programs best suited for their current skill sets and desired leadership outcomes and roles. For instance, candidates may pursue a Masters of Science in Leadership or Masters of Education degree or may elect to receive development and training through Ops360. Once candidates are enrolled in leadership programs, MSE will reimburse tuition of up to \$10,000 per year for up to three years. Tuition reimbursement does require that candidates formally agree to remain employees of MSE

for two years. To date, six staff members have successfully completed the program, and five more are currently participating in the program. As we continue to grow with the opening of our proposed school, newly-hired teachers who demonstrate success in their classrooms, as well as articulate the desire to learn about, and transition to, school administration will be eligible for the program, which will deepen our pool of potential school leaders.

Identified candidates for future leadership positions. As indicated above, six staff members have successfully completed the program. We intend to utilize them in key leadership roles at our proposed school. More specifically, we anticipate these individuals eventually filling the leadership roles of Principal, Academic Coordinator, Dean of Students, Director of Academics, and Human Resources and Federal Programs Manager. Since our proposed school will replicate the exact grade structure and focus of our existing schools, these future leaders have valuable, extensive experience with our mission, vision, model, academic and cultural programming, policies, and procedures. Such institutional knowledge and experience, coupled with the skills learned through the successful completion of their leadership programs, will better ensure the smooth opening and operation of our school.

Pipeline development of potential leaders for the network as a whole. In addition to our “Grow Your Own administration” program described above, we also have strategically enacted the following to create a viable pipeline of potential leaders for the network as a whole:

- **Hired a Director of Operations:** We recently hired a Director of Operations. This person has extensive expertise in, and experience with, overseeing and managing educational, operational, and financial processes, as well as academic programming. The Director of Operations intentionally works closely with the Executive Director to provide support, as well as receive training and development, around the role and responsibilities of the Executive Director. In addition, the Director of Operations is tasked with supporting and overseeing the Technology Coordinator, including completing his/her formal evaluation, as well as providing to support to the Human Resources and Federal Programs Manager. Accordingly, we have strategically structured the working relationship between the Executive Director and Director of Operations, as well as assigned the Director of Operations to support and oversight roles, to ensure that he is able to seamlessly assume the role of Executive Director if ever needed.
- **Cross-train Organization-level Leadership:** Just as we have intentionally developed and positioned the Director of Operations to be able to smoothly take over the role of Executive Director if needed, we have strategically embedded cross-training tasks and duties within the roles and responsibilities of other organization-level leadership positions to ensure they are ready and able to assume other organization-level leadership roles if needed. For instance, the Director of Finance works closely with the Director of Operations in understanding the operational processes and needs of the organization. The Special Education Coordinator and ESL Coordinator work closely with, and receive training from, the Director of Academics, who, in turn, receives training and development in supporting and evaluating staff. In short, organization-level leadership roles are not siloed and were intentionally designed to enable cross-training across positions, which deepens and strengthens the pipeline of leaders at the organization level.
- **Prepare School-level Leadership:** As outlined above, organization-level leadership works closely with school-level leadership, especially with the Principal and Academic Coordinator.

Such collaboration not only ensures that school-level leadership receives ample support in executing their current roles but also provides valuable development and training in the event a school-level leader is tasked with assuming an organization-level leadership role.

e. Describe your organization’s strategy and plans for recruiting and hiring teaching staff, including the plan for hiring highly qualified staff. Explain other key selection criteria and any special considerations relevant to your school design.

- **Strategy and plans for recruiting and hiring highly-qualified teaching staff.** To ensure that we are able to recruit and hire highly-qualified teaching staff, we will implement a robust recruitment plan. Central to our recruitment efforts will be the advertisement of the extensive supports we will provide for our teachers. More specifically, we will highlight that every teacher is assigned an instructional coach who will be provided with individualized support through observation and feedback cycles, as well as unit and lesson plan design and implementation support. We will also emphasize that we believe in autonomy with oversight; we will allow our teachers to innovate and adapt curricula and instructional plans as long as instruction is anchored in, and aligns to, grade-level Common Core State Standards, Next Generation Science Standards, and/or Tennessee Academic Standards, as applicable. Instructional coaches and/or the Academic Coordinator will review all lesson plans on a weekly basis. Since we believe in creativity and innovation, as well as instructional oversight, we will highlight that every teacher will have two daily planning periods to enable teachers ample time to create and revise plans. Further, we will also advertise our extensive assessment and data supports. We will explain how leadership will create all benchmark exams for teachers. In addition, we will offer an electronic test center, which will enable teachers to enter tests and have scantrons created and graded by the center. The center will also allow teachers to assign standards to every question. The center will provide teachers with easy access to disaggregated data to the question and standard level, as well as by subpopulation, cohort, and individual student levels, to inform upcoming instructional plans. To support teachers in using the center and becoming fluent in data, we will discuss how we will offer robust professional development and support around data-driven instruction throughout the year. Further, we will advertise that we will implement a “Grow Your Own Administration” program, which builds leadership capacity and opportunity within the MSE organization through mentorship and tuition reimbursement. We will additionally highlight that we will provide a moving stipend for teachers who have to relocate more than 50 miles as a result of accepting employment at MSE. As such, we will implement the following actions to recruit and inform highly-qualified candidates about our school.
- **Place Advertisements:** We will advertise teaching vacancies through numerous outlets, including in local print and online newspapers, on local radio stations, on our website and social media accounts, on other websites, including the Teach For America (TFA) Alumni site, and the Tennessee Department of Education’s recruitment and referral site, as well as on jobs boards, such as Christian Brothers University, Union University, Bethel University, University of Memphis, Vanderbilt University, Students for Education Reform, Teach901, Idealist.org, Teach.org, WantToTeach.com, Teachers-Teachers.com, EducationCrossing.com, LinkedIn, Indeed.com, SchoolSpring.com, Monster, and Top School Jobs.

- **Attend Job Fairs:** We will attend multiple job fairs, including Teach901 and Christian Brothers University, among others.
- **Network with Higher Education Institutions:** We have established a relationship with Christian Brothers University. Our relationship with the university provides us access to teacher candidates who are highly-qualified. In addition, we are currently in the process of establishing relationships with the University of Memphis and Bethel University, which will enable us to connect with their highly-qualified pool of teaching candidates.
- **Build Relationships with Local Education Organizations:** We plan to establish and leverage relationships with local education organizations that can help us in recruiting highly-qualified teaching candidates. Among the organizations with which we intend to work are Memphis Teacher Residency and TFA Memphis.
- **Leverage Current School Stakeholders:** We will call on the stakeholders employed and educated by, as well as involved in, our existing schools to advertise vacancies to their own professional and/or personal networks. We enjoy a deep pool of active school stakeholders who will serve as spokespeople for the school, informing us about and connecting us to potential high-quality candidates. Additionally, we will implement a teacher referral program for staff employed by MSE, excluding hiring Managers, Principals, Assistant Principals, Human Resource Staff, hiring committee members and directors at the network level. If a staff referral results in the hiring of a teaching candidate and that candidate works for MSE for a minimum of 90 days, the referring staff member will receive a stipend.

In addition to the actions above, we also intend to transfer some of our staff who teach at our school currently in operation to the proposed school upon opening. Since we are proposing to replicate the exact same grade structure and focus, teaching staff at our current school have valuable knowledge of and experience in implementing our mission, vision, academic and cultural programming, and school policies and procedures. The placement of current teaching staff at our proposed school will better ensure continuity of our model and practices across the organization. Additionally, transferred staff will be positioned to provide support and insight to those new to MSE.

Even with our robust recruitment plan, we understand that recruiting and hiring simultaneously for two new schools will pose a challenge. In anticipation of that, we already have identified and will hire the Principals of this proposed school and of the school being proposed in a separate charter application by January 1, 2020, so that they may begin working mid-way through the pre-opening year. More specifically, Principals will be employed full-time on pre-opening contracts, which will enable them to fully participate in essential pre-opening activities, including hiring. Prior to Principals assuming their part-time work loads, network-level leadership will have already implemented many of the recruitment actions described above, which will ensure that Principals have a foundational pool of candidates from which to draw. Additionally, since its opening in 2010, MSE has been compiling a job application database. Currently, our database contains more than 1,500 instructional candidates from which we can hire. Further, our two other schools in operation in Hickory Hill will almost be fully grown by the 2020-21 school year. We have an approximate 90% staff retention rate, so minimal hiring will have to be done to fill Hickory Hill vacancies. Further, we will identify staff who will be transferred from Hickory Hill to Cordova early in the pre-opening year, allowing the network and school ample time to hire for

those positions. Given our extensive recruitment plans and teacher database, as well as strategic pre-opening year Principal start dates, current retention rates, and early identification of staff that will be transferred, we are confident that we will be able to fill all vacancies with high-quality staff.

Key selection criteria. Every MSE-hired staff member, regardless of title and position, will demonstrate a firm commitment to the following key selection criteria:

- Implementing MSE’s mission and vision
- Supporting high-quality, rigorous instruction for every student
- Holding high expectations for every student
- Working to achieve MSE’s goals
- Showing respect for all members of the MSE community

Special Considerations: To ensure that we hire high-quality teachers and staff, the following special considerations will also be taken into account:

- Hold high-qualified status in accordance with Every Student Succeeds Act (ESSA), as applicable
- Demonstrate evidence of producing positive student outcomes, as applicable
- Possess expertise in and experience with science, technology, engineering, and mathematics (STEM), as applicable

f. Explain how the organization intends to handle unsatisfactory leadership or teacher performance, as well as leadership/teacher changes and turnover.

Unsatisfactory leadership performance. The Executive Director will ultimately be held accountable for the success of the school. The Board of Directors will evaluate the Executive Director annually in accordance with the evaluation procedures and criteria outlined in the Network Governance section. If the Board determines that the Executive Director’s performance is unsatisfactory, the Board will act swiftly, enacting steps such as the following:

- **Design a Corrective Action Plan** - the design of the corrective action plan will include the following:
 - Outline specific and measurable actions, expectations, and desired outcomes
 - Include a detailed timeline for progress monitoring
 - Receive formal approval from the Board of Directors
- **Implement the Corrective Action Plan** - the implementation of the corrective action plan will entail the following:
 - Monitor closely the implementation of, as well as progress made toward, the plan by the Board of Directors
 - Adhere to the plan’s timeline for implementation, monitoring, and progress made
- **Evaluate Employment Status** - the evaluation of employment status will encompass the following:
 - Consider employment status if monitoring reveals insufficient progress has been made in accordance with the determined timeline
 - Terminate employment only after exhausting every avenue and effort to remedy unsatisfactory performance

The Principal will be accountable for the day-to-day operation of the school, as well as for achieving school-specific goals. The Executive Director will be tasked with evaluating the Principal. If the Executive Director determines that the Principal's performance is unsatisfactory, s/he will act swiftly by immediately placing the Principal on a growth plan as follows:

- **Design a Growth Plan** - the design of the growth plan will include the following:
 - Outline specific and measurable actions, expectations, and desired outcomes
 - Detail resources to be allocated as supports for growth (e.g., coaching, targeted professional development, assignment of a mentor)
 - Include a detailed timeline for progress monitoring
 - Receive formal approval from the Executive Director
- **Implement the Growth Plan** - the implementation of the growth plan will entail the following:
 - Monitor closely the implementation of, as well as progress made toward, the plan by the Executive Director
 - Adhere to the plan's timeline for implementation, monitoring, and progress made
- **Evaluate Employment Status** - the evaluation of employment status will encompass the following:
 - Consider employment status if monitoring reveals insufficient progress has been made in accordance with the determined timeline
 - Terminate employment only after exhausting every avenue and effort to remedy unsatisfactory performance

Unsatisfactory teacher performance. If the results of formal and/or informal evaluation and observation indicate that a teacher is struggling to provide high-quality instruction and effective classroom management that results in positive student outcomes, the following steps will be taken:

- **Create an Improvement Plan** - the creation of an improvement plan will entail the following:
 - Outline specific and measurable actions, expectations, and desired outcomes
 - Detail resources to be allocated as supports for growth (e.g., more frequent coaching, targeted professional development)
 - Include a detailed timeline for progress monitoring
 - Receive formal approval from the Principal
- **Implement the Improvement Plan** - the implementation of the implementation plan will involve the following:
 - Monitor closely the implementation of, as well as progress made toward, the plan by the academic coordinator
 - Adhere to the plan's timeline for implementation, monitoring, and progress made
- **Evaluate Employment Status** - the evaluation of employment status will encompass the following:
 - Consider employment status if monitoring reveals insufficient progress has been made in accordance with the determined timeline
 - Terminate employment only after exhausting every avenue and effort to remedy unsatisfactory performance

Leadership changes and turnover. The continuity of leadership is critical to the success of the network as a whole, as well as to individual schools operating in the network. As such, every effort will be made and every available resource will be exhausted prior to termination, especially if the school year is in session. If, after exhausting all courses of action, the Board determines the termination of the Executive Director is absolutely necessary, or in the unlikely event that the Executive Director decides to resign from his/her position, the Board will create and enact a leadership transition plan to guide the network through leadership changes and turnover. Similarly, if after exhausting all courses of action, the Executive Director determines the termination of the Principal is absolutely necessary, or in the unlikely event that the Principal decides to resign from his/her position, the Executive Director will create and enact a leadership transition plan to guide the school through leadership changes and turnover.

Teacher changes and turnover. The continuity of instruction is paramount to students' success and to the success of the school. Accordingly, every effort will be made and every available resource will be exhausted prior to termination, especially if the school year is in session. If, after exhausting all courses of action, the Principal, with the Executive Director's approval, determines the termination of a teacher is absolutely necessary, or in the unlikely event that a teacher resigns from his/her position, the Principal, with support from the Executive Director and other network-level leadership, will create and enact a teacher transition plan and immediately begin the hiring to fill the vacancy.

Section 3: Finances

3.4 Financial Plan (for existing operators NOT required to complete Sections 3.1 and 3.2)

In this section:

- a. Describe the systems and processes by which the organization will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted; and describe the criteria and procedures for the selection of contractors.**

While Memphis School of Excellence contracts with outside parties for bookkeeping services and the production of monthly financial statements, payroll, and audits, the Director of Finance (with oversight from the Executive Director) is responsible for all aspects of the financial management of the network, including: budget development and analysis of budgets to actuals; payroll processing; accounts payable and receivable; grant reimbursements; retirement reporting; and financial compliance with local, State, and federal government agencies. The Director of Finance works closely with the Executive Director to ensure the use of financial resources reflects and supports the operational and academic needs of the network. The Director of Finance, in collaboration with the Executive Director, also works with Principals, supporting them in school-based budgeting and financial decisions.

- **Accounting & Payroll** – MSE uses Whitehorn Tankersley & Davis, PLLC for Accounting/Bookkeeping Services and payroll processing.
- **Purchasing** – See MSE’s internal controls, processes, policies, and procedures manual, which has been included as Attachment P.
- **Audits** – MSE’s Board of Directors and network and school leadership teams recognize the vital role an independent financial audit plays in the long-term success of the organization. MSE contracts with an auditing firm each year (and currently works with Cannon Wright Blount). Each Spring, the auditing firm presents to the MSE Board an overview of the audit process, as well as the roles and responsibilities of all parties. After the audit is complete, the audit report and findings are presented to the MSE Board and copies of the final audit report are forwarded to the TN Comptroller’s office, as well as Shelby County Schools.

- b. If applicable, describe the fiscal health of other schools in your network. Are any of the schools on fiscal probation or in bankruptcy?**

The current schools operated by Memphis School of Excellence are not on fiscal probation and not in bankruptcy.

Since MSE opened its first school in Shelby County in 2010, its schools have been financially healthy as evidenced by strong balance sheets and balance sheet ratios (including cash reserves) – as well as its ratings on SCS’ financial scorecard. For example, on the 2015-16 and 2016-17 financial scorecards (the last available scorecards for the organization), MSE scored a 4.93 out of 5 and 4.29 out of 5, respectively.

- c. Present, as Attachment P, a detailed budget narrative describing assumptions and revenue estimates.**

See Attachment P

- d. Include any committed contributions or in-kind donations of goods or services to be received by the charter school that will assist in evaluating the financial viability of the school. You should clearly indicate between those grants or in-kind donations which have already been firmly committed and those you are planning to pursue. For grants or donations that you are planning to pursue provide the source, estimated amount of contribution, and expected date of receipt if known.**

Memphis School of Excellence may pursue private funding from local and/or national foundations to further strengthen its academic programming, support for students, and for facilities. Grants would potentially support college-preparation programming, extracurricular activities, student support services, and facilities-related needs. MSE does believe it is important to be able to operate its core programming on public revenues for long-term sustainability and has diligently established a strong balance sheet with adequate cash reserves to do so.

The Executive Director of the organization is responsible for cultivating relationships with potential donors and applying for grant funding.

- e. Provide 24-month cash flow projections.**

Cash Flow Projections for the Fiscal Years (July 1, 2019 – June 30, 2020; and July 1, 2020 – June 30, 2021) have been included as Attachment Q.

- f. Detail the contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.**

As evidenced in MSE's cash flow statements for the 2019-20 and 2020-21 fiscal years -- and the organization's consolidated 6-year budget -- MSE is projecting to continue to have a healthy cash balance, even with the start-up costs for two new schools in the Cordova area. Should revenues from the Basic Education Program (BEP) not be as expected, MSE would make reductions in staff and operating expenses necessary to align expenses with reduced revenues. The organization would also seek a line of credit to bridge any cash flow needs created by the timing of revenue receipts.

- g. Describe Year 1 cash flow contingency, in the event that revenue projections are not met in advance of opening.**

As mentioned in subsection (f), MSE is projecting to continue to have strong cash flow balances going forward (\$1.5M at the end of the 2018-19 fiscal year; \$1.9M at the end of the 2019-20 fiscal year; and \$3.2M at the end of the 2020-21 fiscal year. Because of its strong cash flow balances, and history of achieving budget surpluses, MSE will be able to absorb the start-up costs of MSE Cordova, even if it did not receive start-up funds from public or private grants. MSE is planning to apply for start-up funding from the TN Department of Education, as well as the Walton Family Foundation, which would provide additional resources for school start-up expenses.

- h. Explain how the organization will reach its fundraising goals over the next five years. Provide a development plan that includes staffing needs.**

As mentioned in subsection (d), MSE may pursue private funding from local and/or national foundations to further strengthen its academic programming, support for students, and for

facilities-related needs. The Executive Director is responsible for cultivating relationships with stakeholders, including local and national donors in the pursuit of private funding.

MSE does believe, however, that it is important to be able to operate its core programming on public revenues for long-term sustainability and has diligently established a strong balance sheet with adequate cash reserves to do so. The organization has also historically achieved budget surpluses, which will further strengthen the organization's cash reserves. As such, private fundraising has not been included in the budgets for Memphis School of Excellence or MSE Cordova in the interest of conservative budgeting.

- i. **Provide, as Attachment O, a detailed budget for the proposed school, and as Attachment Q, the network budget as a whole. You may reference school-level budgets provided in the original application, as appropriate. Applicants must submit financial forms detailing:**
 - **A back-office budget**
 - **Financial implications of facilities plans**
 - **All major assumptions including but not limited to:**
 - **Student enrollment;**
 - **All anticipated funding sources³, including:**
 - **Local, State, and federal per-pupil funding; eligibility levels; and annual increases;**
 - **Other government resources;**
 - **Private fundraising;**
 - **eRate; and**
 - **Student fees;**
 - **Total employee compensation (network/CMO level), including the percentage of the total compensation allocated for the proposed school;**
 - **Line items for each major expense and delineation of assumptions (at the school level only), including:**
 - **Instructional materials and supplies;**
 - **School equipment and furniture;**
 - **Technology for student and instructional use;**
 - **Professional development;**
 - **Student assessments;**
 - **Student information system;**
 - **Special education services;**
 - **Student activities;**
 - **Contracted services at school (audit, I/T, PD, etc.);**
 - **Rent and utilities;**
 - **Office supplies and equipment;**
 - **Technology for administrative use; and**
 - **Fundraising materials and resources (non-staff);**
 - **School start-up costs;**
 - **Management fees and any other management compensation to the CMS or network (if applicable);**

- **Facility scenarios; and**
- **Capital, contingency, and insurance reserve funds.**

See Attachment O and Q.

Section 4: Portfolio Review/Performance Record

4.1 Past Performance

For applicants with only one school in their network, please mark not applicable where necessary.

In this section:

a. Describe your existing educational program and whether or not it is a success.

Explained in more detail below, our elementary school that is in the Hickory Hill neighborhood of Memphis does not yet have historical data, including State assessment results, from which to inform a judgment about success. We are only in our second year of operation and are just serving grades kindergarten through five this school year. However, the results of easyCBM mathematics assessments administered to second through fourth grade students in the Fall and Winter of this school year are strong. More specifically, of the 19 second grade students who took the assessment in the Fall and Winter, all but one showed growth. Of the 20 students who took the Winter assessment, 14 scored in the 89th percentile and 3 scored in the 100th. Third grade students also demonstrated great growth, with 17 out of 22 students improving their scores from the Fall. Additionally, 11 out of 24 students scored in 89th percentile, and 3 scored in the 100th. Further, of the 19 fourth grade students who took the assessment in the Fall and Winter, 11 demonstrated growth on the Winter administration; 15 out of 21 students who took the assessment in the Winter scored in the 89th percentile and 1 scored in the 100th.

Additionally, our middle and high school has been in operation since 2010 and has consistently been successful as indicated by SCS school performance framework ranking, State assessment results, TVAAS scores, ACT results, graduation rates, student retention rates, and stakeholder survey results. We have replicated the key design elements of our educational program that resulted in the consistent success of our middle and high school at the elementary level; they are:

- **Enriched Curriculum:** Our curriculum and learning environment provides all students with access to engaging, stimulating, and rigorous curriculum. More specifically, our curriculum is personalized, inquiry-based, and aligned, as applicable, to the Common Core State Standards, Next Generation Science Standards, and Tennessee Academic Standards. STEM is infused across our academic program, and students have ample opportunities to apply their learning through projects and science fairs. In addition, all students take a STEM class that employs the Code.org curriculum. We also have a robotics club that meets regularly and expands on the STEM concepts and skills learned during the school day. Members have the opportunity to compete in local, State, and national competitions. The club currently active at our school in Hickory Hill has enjoyed numerous wins and top placements in competitions over the last several years. Further, we will implement Math Counts and American Math Competition as extracurricular activities, which will also serve to further reinforce and extend STEM skills and concepts learned during the school day.
- **Technology Integration:** To support our STEM focus, as well as equip students with the technology skills needed to succeed in the 21st century, all students take a technology class as an elective. This class teaches and reinforces the fundamentals of effectively using a

computer, as well as exposes students to more complex STEM-related concepts and activities through the implementation of code.org curriculum, which enables students to master the fundamental, as well as more advanced, principles and concepts of computer science. Additionally, the technology classroom is outfitted with a three-dimensional (3-D) printer, which allows students to participate in numerous STEM projects, such as creating the specifications for, and printing, a working prosthetic hand, among other items. Additionally, technology is infused across other disciplines. Laptops and iPads are readily available for teachers to use during instruction, and classrooms are outfitted with technological tools such as document cameras and SMARTboards to utilize during instruction. We also provide a fully-outfitted computer lab. Our robust integration of technology across contents and classrooms through the use of computer-based programs such as Accelerated Reader, Accelerated Math, iReady, MobyMax, Kuta, and Study Island, as well as digital curricular resources, equips students with critical skills and enables us to implement our STEM focus.

- **Standardized and Authentic Assessment:** To ensure that students are mastering the standards and content taught through our enriched curriculum, we implement a robust assessment program. We administer all required State standardized assessments, as well as regular benchmark assessments to gauge student proficiency on pre-established benchmarks of learning at specific points in time. Benchmarks are formative and summative, allowing teachers to adjust instruction to meet the needs of every student and enabling teachers to discern proficiency rates. We also measure student growth through administrations of the Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) assessment three times a year. Our authentic assessment system works to complement the standardized assessments we administer. Teachers collect and analyze student work over time; work samples and teacher observations are housed in student portfolios, enabling teachers and students to see progressive growth.
- **Effective Intervention:** All students have individualized learning plans that guide, and are responsive to, students' individual learning needs. We also provide numerous tutoring opportunities, including before and after school, on Saturdays, as well as with peers and mentors. For students in need of additional academic and/or behavioral support, we implement a robust Response to Instruction and Intervention (RtI²) program to ensure that all students receive the support they need to be successful. We also provide robust English language learner programming to ensure that students who are acquiring English language proficiency receive all needed and legally-mandated services and supports.
- **Robust Support for Instructional Staff:** To ensure that our instructional staff provides rigorous, high-quality instruction and effectively implements our academic focus and model, we provide robust supports. More specifically, every teacher is assigned an instructional coach who provides individualized support through observation and feedback cycles, as well as unit and lesson plan design and implementation support. Every teacher has two daily planning periods to enable teachers ample time to create and revise plans. Further, we provide extensive assessment and data supports. Leadership creates all benchmark exams for teachers. In addition, we offer an electronic test center that enables teachers to enter tests and have scantrons created and graded by the center. The center also allows teachers to assign standards to every question. The center provides teachers with easy access to disaggregated data to the question and standard level, as well as by subpopulation, cohort,

and individual student levels, to inform upcoming instructional plans. To support teachers in using the center and becoming fluent in data, we offer robust professional development and support around data-driven instruction throughout the year. Further, we implement a “Grow Your Own Administration” program, which builds leadership capacity.

- **Parental Involvement:** We believe that parents are our partners. We actively engage parents and community members in the life of our school. We build strong family-school partnerships that will strengthen support for learning and encourage parent involvement through methods such as the following, which are thoroughly described in the Community

- | | |
|--|------------------------------|
| ● Parent Board Member | ● Parent-Teacher Conferences |
| ● School Advisory Council | ● School Events |
| ● Parent-Teacher Organization | ● Volunteering Opportunities |
| ● Orientations | ● Parent Information Room |
| ● Meet-and-Greets | ● Parent Recognition Program |
| ● Home Visits | ● Adult Education Classes |
| ● Communication Methods (school website, social media, school database, parent mobile application, language translation services, monthly newsletter, phone calls, emails, in-person communications, suggestion boxes) | ● Parent Academy |

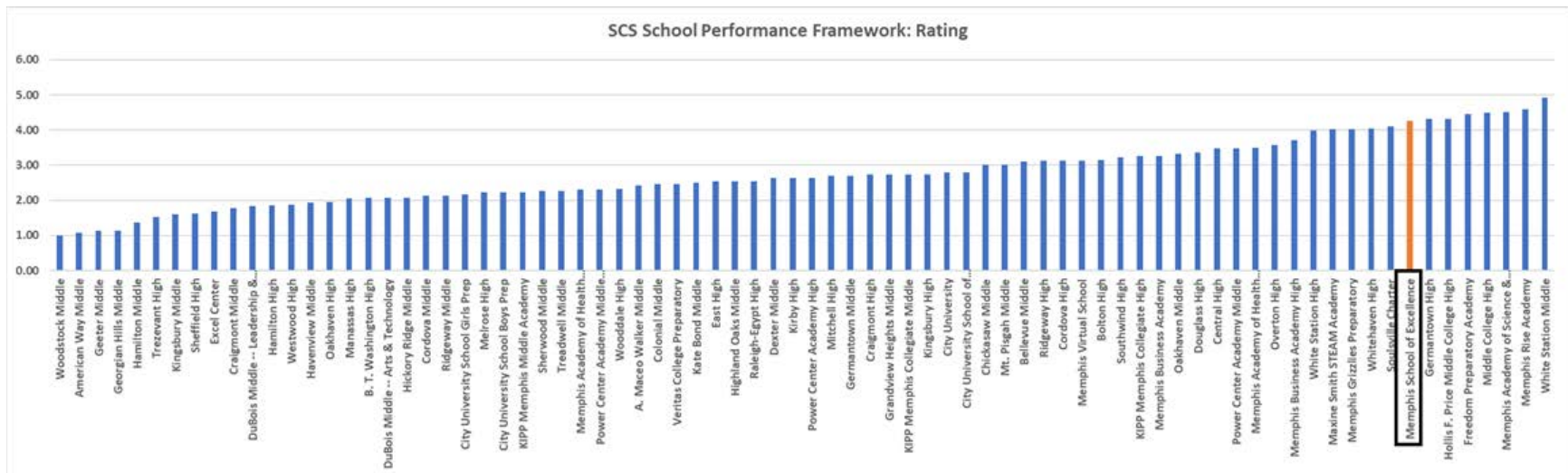
b. Provide detailed student achievement and growth results for each school in the network as Attachment R.

See Attachment R.

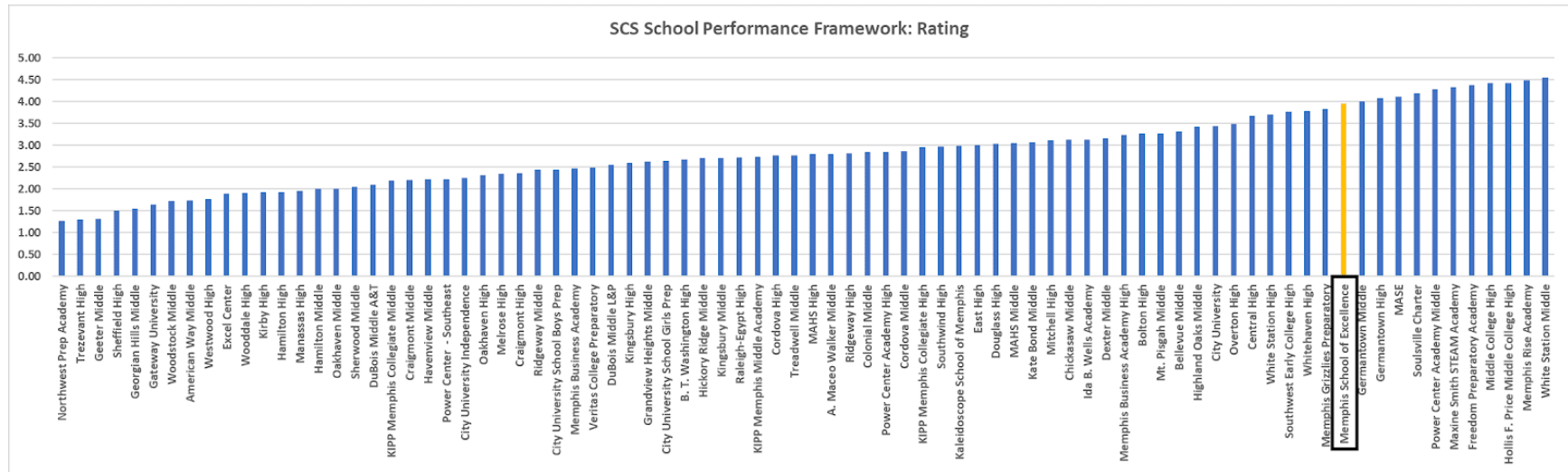
c. Have the schools in the network demonstrated success in raising student achievement levels by meeting/exceeding state and national standards for most students?

Our elementary school that is in the Hickory Hill neighborhood of Memphis does not yet have historical data, including State and national assessment results. We are only in our second year of operation and are just serving grades kindergarten through five this school year. However, our middle and high school has been in operation since 2010 and has consistently been high-performing and has a solid track record of academic success by raising student achievement levels – even in 2016, when Tennessee moved to more rigorous State standards and tests, which resulted in a significant decline in student proficiency rates across Shelby County and the State. Despite the more challenging academic environment, MSE has performed well among its peers in math and English Language Arts – as well as in academic growth.

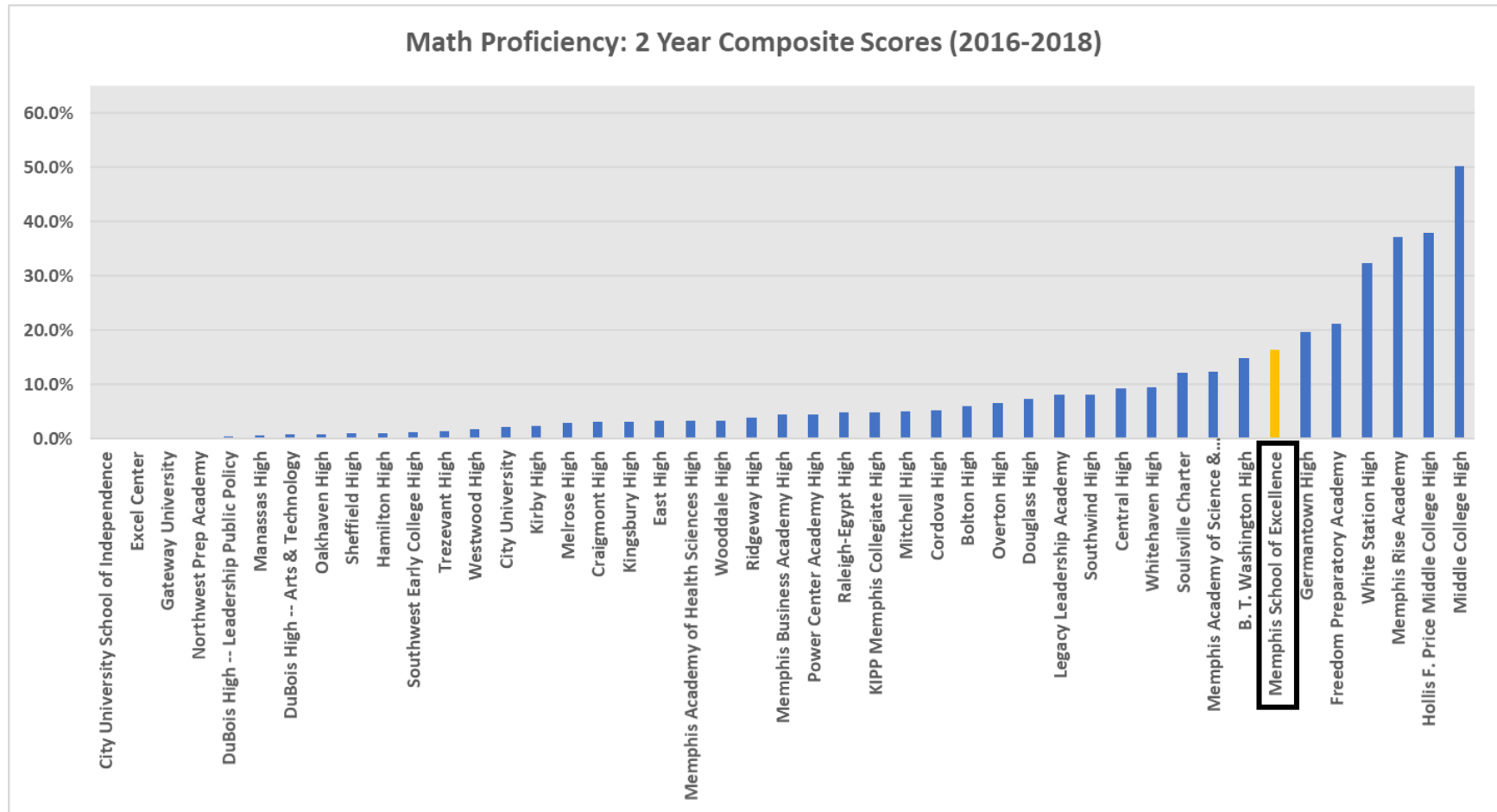
On SCS' 2016-17 School Performance Framework (which measures academic achievement and growth, college graduation and readiness, and school climate), MSE ranked #8 of 78 middle and high schools in the district and #4 of all charter schools in Shelby County.



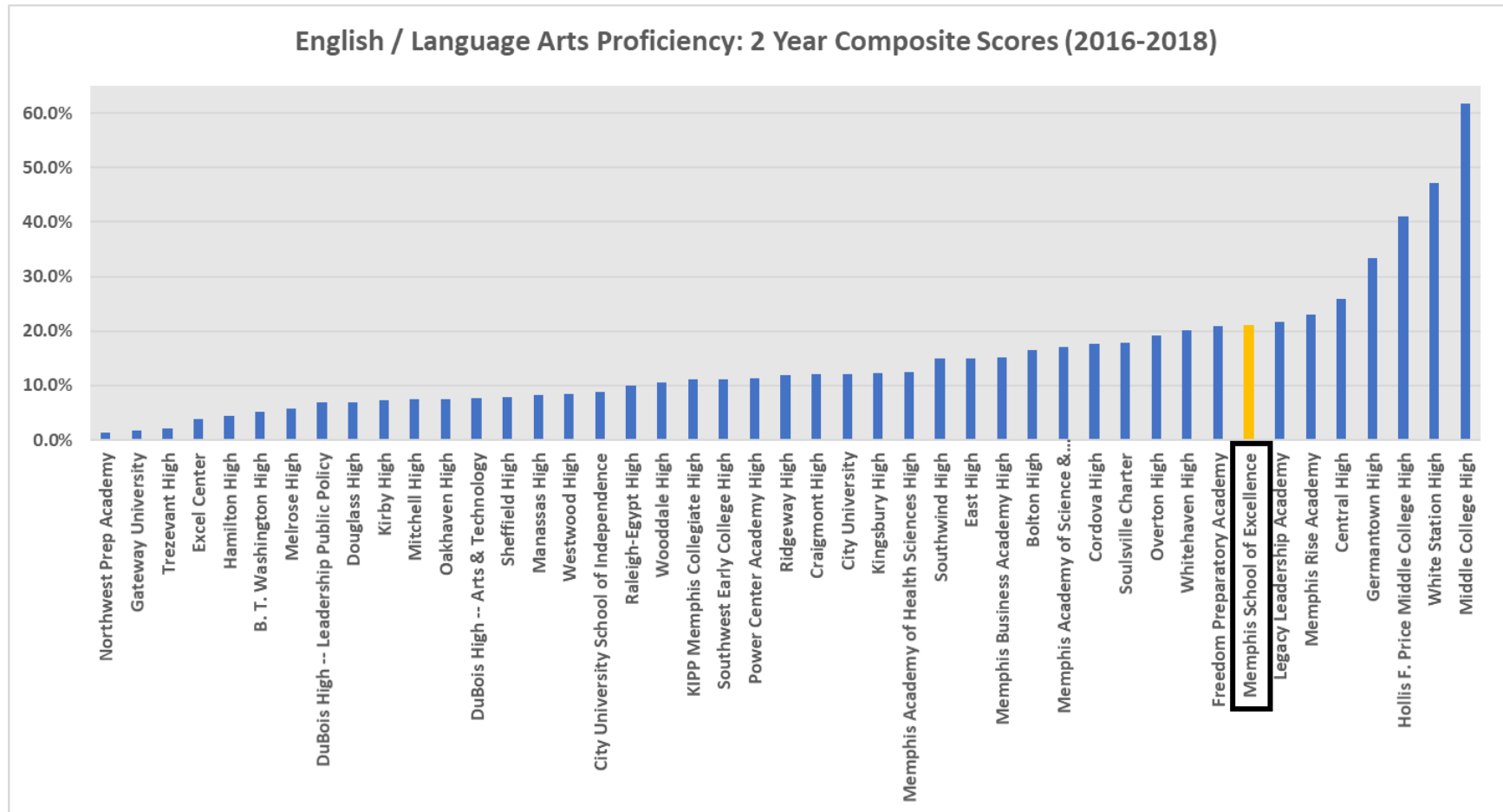
In 2017-18, MSE ranked #12 of 82 middle and high schools in the district and # 6 of all charter schools in Shelby County on the School Performance Framework.



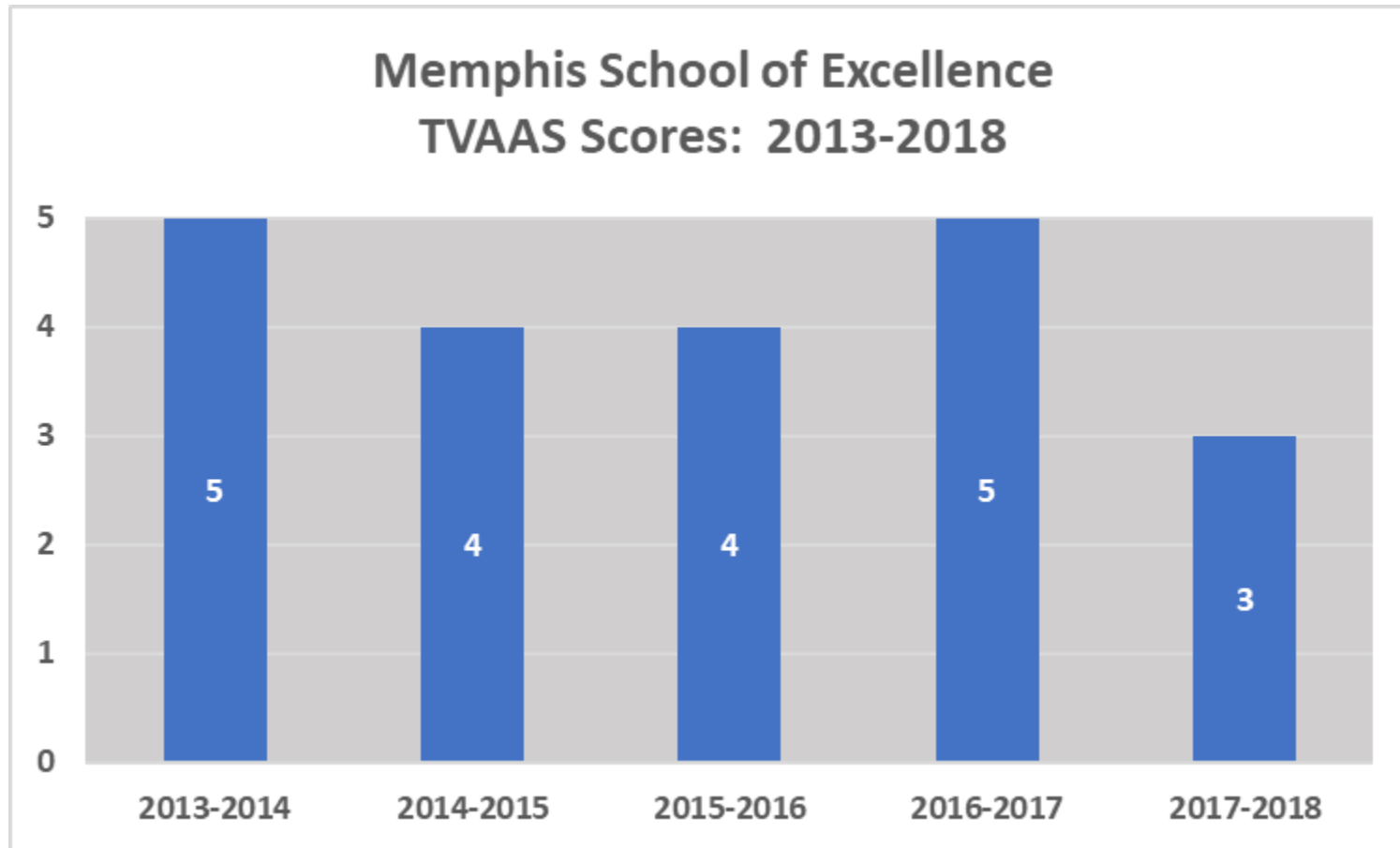
Among the 42 high schools in Shelby County, MSE ranked #8 on the 2017-18 School Performance Framework.



In English/Language Arts proficiency, MSE has performed in the top 20% of all High Schools in the district over the past two academic years.



MSE has consistently achieved strong TVAAS scores over the past 5 years, achieving a Level 4 or 5 in four of the last five years.

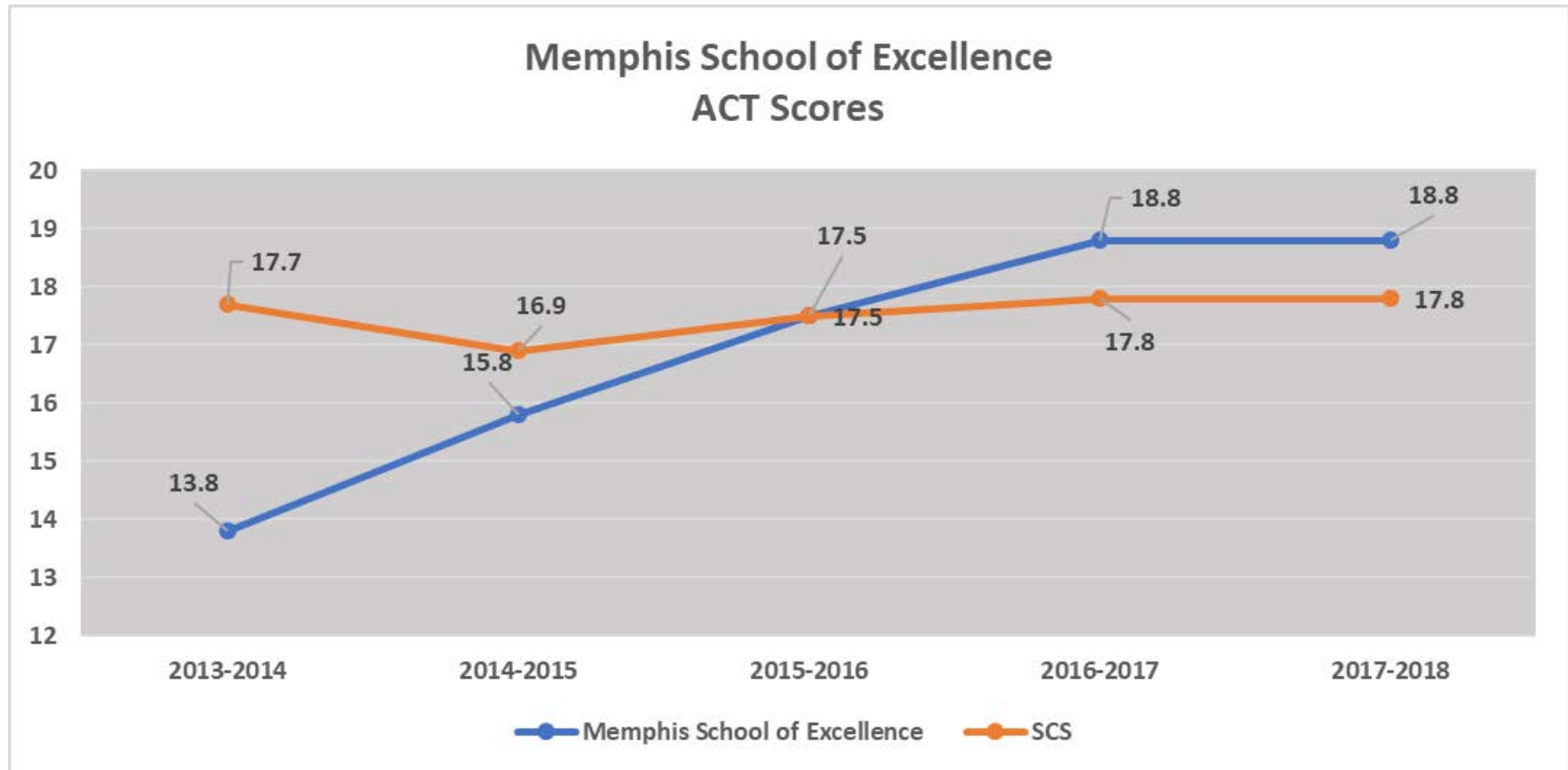


Further, since its first graduating class in 2014, MSE has consistently graduated nearly 100% of its seniors.

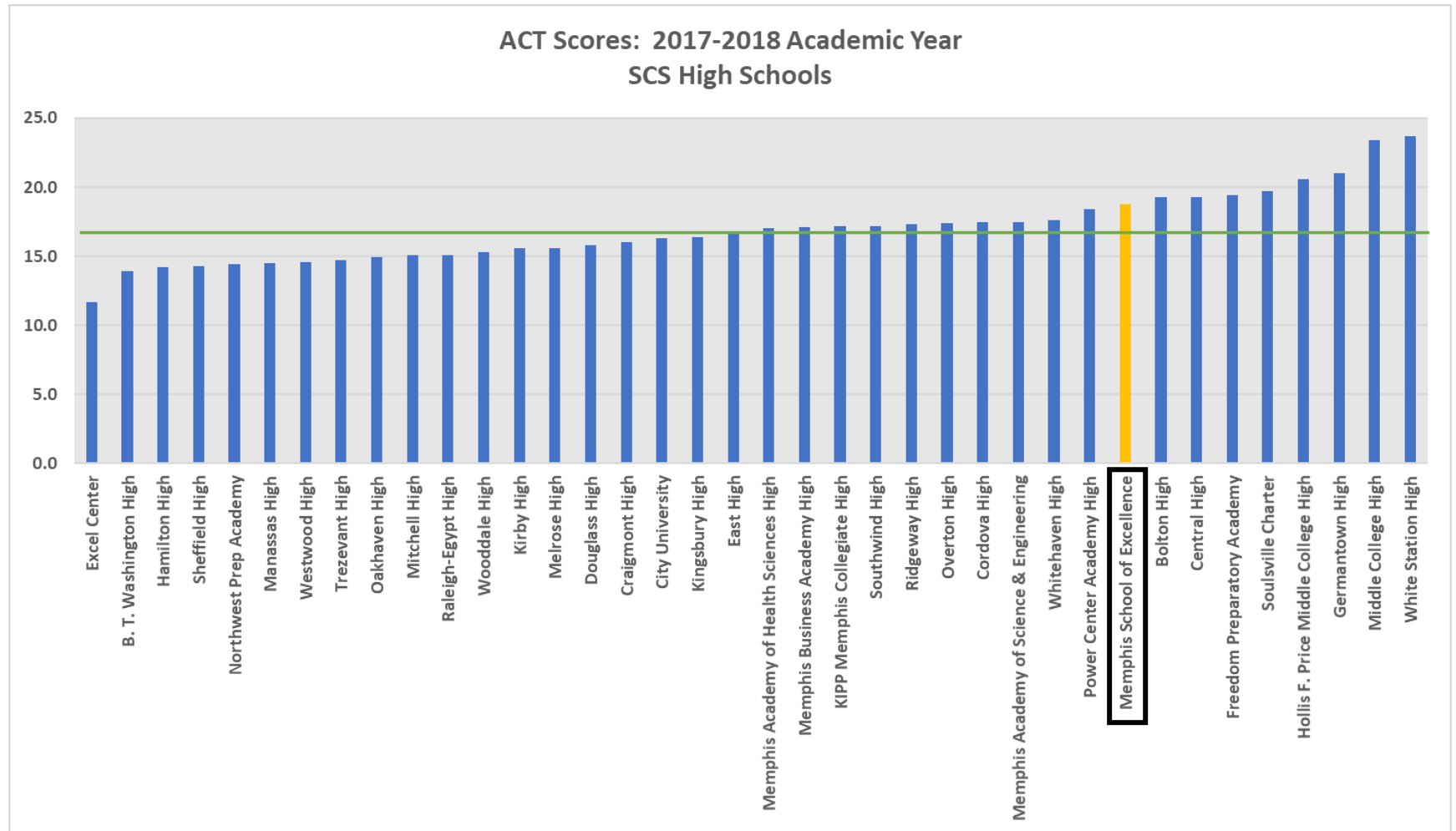
- 2014: 100% graduation rate
- 2015: 100% graduation rate
- 2016: 100% graduation rate
- 2017: 98% graduation rate
- 2018: 100% graduation rate

Snapshot of 2017 and 2018 Graduating Classes	
Class of 2017	Class of 2018
<ul style="list-style-type: none">• 40 graduates• 31 (77.5%) matriculated into post-secondary institutions<ul style="list-style-type: none">19 into a 4-year college12 into a 2-year college• \$3.9M earned in scholarship funding	<ul style="list-style-type: none">• 52 graduates• 41 (78.8%) matriculated into post-secondary institutions<ul style="list-style-type: none">23 into a 4-year college16 into a 2-year college2 into a Technical college• \$5.8M earned in scholarship funding

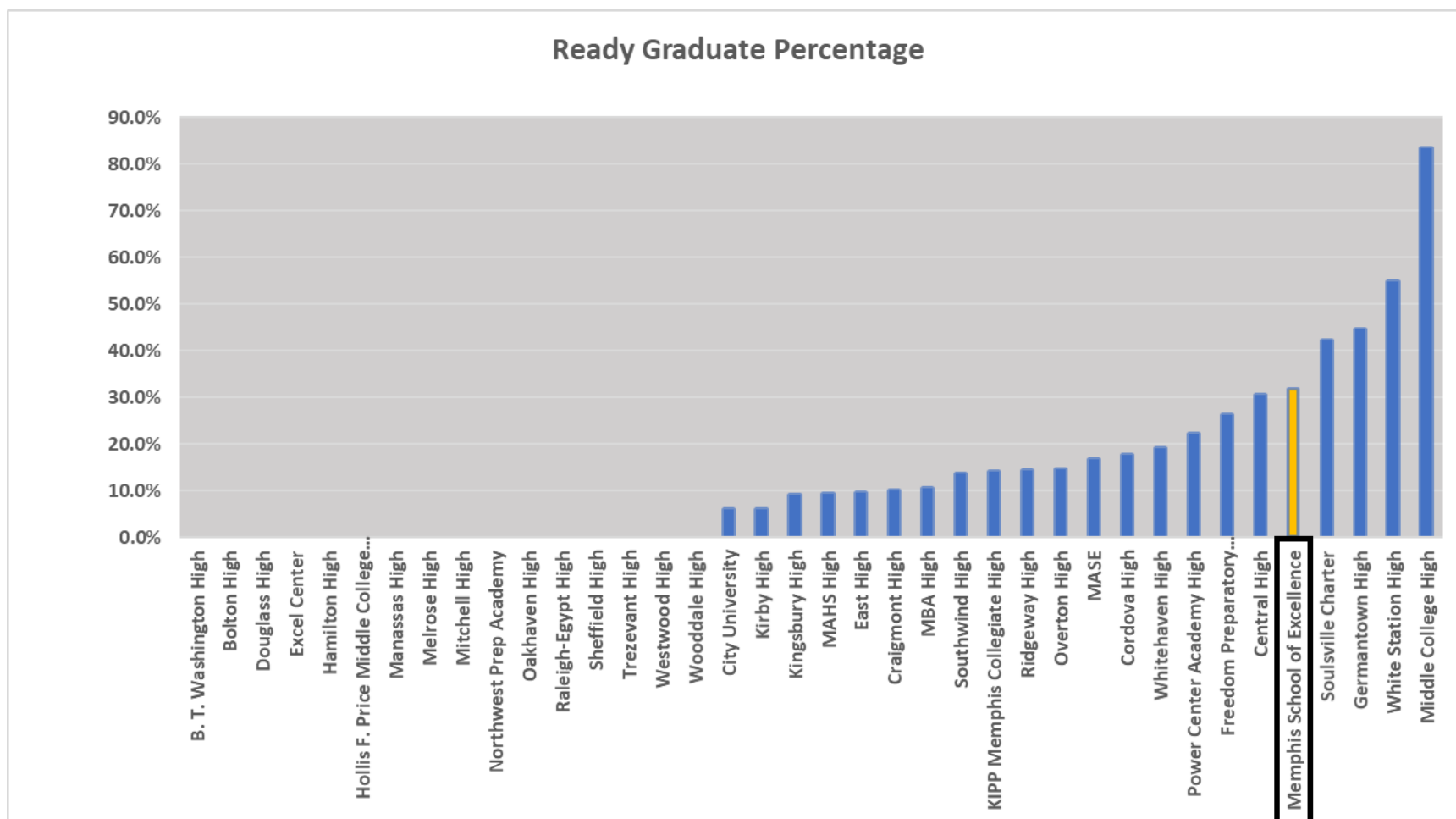
MSE has significantly increased its ACT score average over the past 5 years (from 13.8 in 2014 to 18.8 in 2018).



MSE is ranked in the top quartile of all SCS high schools in ACT average.



MSE ranks #5 among all SCS high school in terms of the percentage of its graduates who are “College Ready” (i.e., score a 21 or higher on the ACT and graduate on time).



d. If applicable, provide the graduation rates for each school in the network.

Since graduating our first class in 2014, we have consistently graduated nearly 100% of our senior students. The chart below details our graduation rate by year:

Year	2014	2015	2016	2017	2018
Graduation Rate	100%	100%	100%	98%	100%

e. Using the Portfolio Summary Template, provide a detailed summary of all of the schools in the operator's portfolio as Attachment S.

See Attachment S.

f. Select one or more of the consistently high-performing schools that the organization operates and discuss the school's performance.

- Be specific about the results on which you base your judgment that the school is high-performing.
- Discuss the primary causes to which you attribute the school's distinctive performance.
- Discuss any notable challenges that the school has overcome in achieving its results.
- Identify any ways in which the school's success has informed or affected how other schools in the network operate. Explain how the effective practice or structure or strategy was identified and how it was implemented elsewhere in the network.

Results. Our elementary school that is in the Hickory Hill neighborhood of Memphis does not yet have historical data, including State assessment results, from which to inform a judgment about performance. We are only in our second year of operation and are just serving grades kindergarten through five this school year. However, our middle and high school has been in operation since 2010 and has consistently been high-performing. The following results inform this judgment about our middle and high school:

- **SCS School Performance Framework Ranking:** On SCS' School Performance Framework in 2017-18, we ranked #12 of 82 middle and high schools in the district and #8 of 42 high schools.
- **State-Mandated Assessment Results:** Since opening, we have consistently improved our State-mandated assessment scores. Further, our scores have been in the top 10% of all SCS schools since 2014.
- **Tennessee Value-Added Assessment System (TVAAS) Scores:** We have consistently achieved strong TVAAS scores over the past 8 years, achieving a level 4 or 5 in seven of the last eight years.
- **ACT Results:** We have significantly increased our ACT average score over the past 5 years (from 13.8 in 2014 to 18.8 in 2018). We are in the top quartile of all SCS high schools for ACT average. We also rank #5 among all Shelby County Schools (SCS) high schools in terms of the percentage of graduates who are college-ready. These successes contributed to MSE being recognized by *US News and World Report*, which ranked us the #1 charter high school in Tennessee and #26 among all high schools in the State.

- **Graduation Rates:** Since our first graduating class in 2014, we have consistently graduated nearly 100% of seniors. More specifically, we achieved graduation rates of 100% from 2014-16 and, as well, in 2018, and a 98% graduation rate in 2017. Further, in 2018, 100% of graduates were accepted into college, the majority of whom participated in the TN Promise Program and collectively earned over \$6M in scholarships.
- **SCS Operational Scorecard:** MSE received the highest operational scorecard among all charter schools in 2016⁶, 2017⁷, and 2018⁸.
- **Student Retention Rates:** We have historically retained the vast majority of our students. More specifically, we have maintained an approximate 90% student retention rate from year-to-year – one of the highest in the district.
- **Survey Results:** We administer surveys to our staff, parents, and students every year to collect qualitative data about the state of the school. Surveys ask stakeholders to provide input around, as well as rate, various aspects of our school, including leadership, the academic program, and culture and climate, among other indicators. Survey data consistently indicates that staff, parents, and students approve of, and enjoy, our school.
- **Extracurricular Competition Placements:** As explained in more detail below, we offer numerous extracurricular activities for our students, some of which involve participating in competitions. Our competing clubs have experienced great success, including:
 - Science Olympiad Team: In the 2018-19, the team placed second out of twelve in the Memphis City competition; we have placed every year that we have participated.
 - Robotics Team: In 2016, the team placed second out of 41 teams in the West Region Tennessee competition. In 2013, the team placed first out of 26 teams in the West Region Tennessee competition. In 2012, the team placed third out of 46 teams in the West Region Tennessee competition.

Primary Causes of Distinctive Performance. We attribute our school's distinctive performance to the following primary causes:

- **Small Class Sizes:** Our average class size is 24. This low student-to-teacher ratio enables teachers to provide individualized, differentiated instruction to meet the needs of every child enrolled in their class. Our small class sizes also allow teachers to form supportive, trusting relationships with their students, as well as positions students to be able to foster meaningful relationships with each other. We firmly believe the academic and cultural benefits of small class sizes has greatly contributed to our success.
- **Benchmark Assessment and Tutoring System:** Students are assessed every six weeks in contents that are tested through State-mandated assessments. The Academic Coordinator creates all benchmark assessments to ensure that every test aligns with the standards and accurately gauges students' levels of proficiency and progress toward mastery of standards. After each benchmark administration, teachers analyze students' scores, the results of which inform upcoming instructional plans. In addition, benchmark results determine student groupings for, and the focus of, tutoring. More specifically, students whose benchmark results indicate that they require more support are assigned to tutoring. Based on individual

⁶ <http://www.scsk12.org/calendar/files/2016/2016-Charter-Report.pdf>

⁷ <http://www.scsk12.org/charter/files/2017/2017-CHARTER-ANNUAL-REPORT.pdf>

⁸ <http://www.scsk12.org/charter/files/2018/2018-CHARTER-REPORT.pdf>

students' needs, students are either tutored during the school day during pull-out sessions that typically occur during electives, after school, or on the weekend during Saturday tutoring, which occurs every week from mid-January to mid-April. Further, benchmark results are examined during data meetings, during which the Academic Coordinator and instructional coach meet with teachers individually to set instructional goals and determine upcoming benchmark targets.

- **Test Center:** We created an electronic test center that enables teachers to enter tests and have scantrons created and graded by the center. The center allows teachers to assign standards to every question. The center provides teachers with easy access to disaggregated data to the question and standard level, as well as by subpopulation, cohort, and individual student levels, to inform upcoming instructional plans.
- **College Readiness:** A primary component of our school culture is emphasis on college readiness. We employ two full-time counselors who work in collaboration with grade-level teachers and closely with students directly around college readiness. Counselors not only ensure students are on-track to graduate through regular reviews of transcripts, they also help students in developing their post-secondary goals and plans. Counselors aid students in identifying colleges and university that meet their individual learning needs. Counselors also assist students in the college and financial aid application process. In addition, we host an annual college fair and offer a practice ACT program to further build a college-readiness culture on campus.
- **School Community Focus:** We intentionally cultivate a positive school culture for students, parents, students, and staff. More specifically, throughout the year, we hold a number of school events for students and families. Many of these events are academic in nature, such as curriculum nights, during which teachers and staff review upcoming curricula with parents so that they are fully informed about what their child(ren) is/are learning. In addition, we host multiple social events for families so that staff, students, and parents can come together as a community. Among these events are festivals, food and clothing drives, and dinners and banquets. We will also hold assemblies, such as honor roll celebrations throughout the year to celebrate students and the school and cultivate school spirit. Further, we will offer events just for our parents; these events enable parents to interact and build relationships with school staff. For example, we have regular Muffins for Moms and Donuts for Dads meetings. In addition, we engage in team-building activities as a staff every month. This team-building is critical to staff forming and maintaining positive, collegial relationships, which fosters a collaborative and respectful staff culture.
- **Home Visits:** In addition to building strong partnerships with parents through our school community focus as described above, we also implement a robust home visit program. Home visits enable teachers to make authentic connections with their students and students' families. During home visits, teachers engage students and families in conversations about the school and about themselves. Teachers provide strategies and suggest activities in which students and parents can engage together that reinforce and extend what is learned at school. Teachers also support parents in using the school's database and parent mobile application (described below), which serve as the primary communication methods between home and school.

- **Parent Communication:** We believe that parents are our partners and need to be fully informed about their child(ren)'s progress, which, in turn, better enables parents to hold their child(ren) accountable for their learning. To that end, parents are able to access information about their child(ren) through our school database and parent mobile application. Teachers post upcoming class activities, assignments, and projects, as well as record students' grades so that parents can receive timely updates about their child(ren)'s progress and achievement. Assessment data are also available through the database and application, so that parents can access benchmark and other test scores. Additionally, behavioral and attendance data will be contained in the database, so parents can track their child(ren)'s conduct, as well as be alerted to absences and tardies. Further, the database serves as a direct link between teachers and students. Teachers and parents are able to leave notes for and send electronic communications to each other, enabling frequent and fluid communications.
- **Extracurricular Offerings:** While academics are our primary focus, we believe that extracurricular activities contribute to our students' success and positive learning outcomes. Accordingly, we offer students the opportunity to participate in a number of sports, including volleyball, basketball, soccer, track, cross-country, baseball, softball, bowling, and cheerleading. Participation in athletics position students to gain critical skills that translate to the classroom, including collaboration, cooperation, and teamwork. We also have multiple clubs that students may join, such as Drama, Robotics, Math Counts, Science Fairs, American Math Competition, Science Olympiad, National Junior Honor Society, National Honor Society, Bingo, and Board Games Club. Like sports, clubs encourage students to collaborate and work together. In addition, clubs reinforce and extend academic learning. For example, students in the robotics club apply principals and concepts learned during their mathematics, science, and technology classes.

Challenges. We faced and overcame two notable challenges in achieving our results. These challenges are:

- In 2012, our test scores resulted in us being placed on the priority list in the bottom 5% of all schools across the State. Our low performance and placement on the priority list caused us to examine our data, as well as our systems and structures to identify the root causes of poor student outcomes, which were determined to be: 1) instruction was not aligned to Common Core State Standards and/or Tennessee Academic Standards; and 2) students did not receive enough instructional time in English language arts (ELA) and mathematics. In response, we modified our professional development plans to provide sessions and implementation support around designing and delivering standards-based instruction, implemented a standardized lesson plan structure, provided an electronic test center, and modified our daily schedule to provide students with double blocks of ELA and mathematics instruction – all of which is described below in more detail. Resultantly, our test scores improved, and we were removed from the priority list in 2014. Additionally, our scores have been in the top 10% of all SCS schools since 2014, and we have achieved a Level 4 or 5 TVAAS score in seven of the last eight years.
- In 2014, our ACT average was ranked as one of the lowest across the State. In examining factors that contributed to this poor performance, we noted that students were testing poorly on math questions. In response, we began to offer ACT Bridge math – a class for credit

– that provides a comprehensive review of math concepts tested on the ACT. We also pinpointed the lack of ACT test preparation and support as a root cause. Accordingly, we created and implemented an after-school ACT tutoring program, which has been successful in raising scores. The tutoring program is implemented by grade-level teachers who use the results of practice ACT assessments to inform the tutoring focus for each session. Both of these offerings have proven successful. We have significantly increased our ACT average score over the past 5 years, from 13.8 in 2014 to 18.8 in 2018. We are now in the top quartile of all SCS high schools for ACT average.

Network Operation. Upon deciding and receiving approval to open our elementary school, which is currently in its second year of operation, we strategically located the elementary school to the same grounds as the middle school so that both schools would be in very close proximity. The closeness of the two schools enabled middle school leadership to also oversee the elementary school upon opening. We intentionally structured overlapping oversight of the elementary and middle school so that we could replicate the key design elements (described above) to which we directly attribute the consistent high performance of our middle and high school. Since middle school leadership had valuable knowledge of, and experience in, implementing and managing our systems and structures, we were able to replicate them with fidelity at the elementary school.

Of the replicated best practices, our benchmark assessment and tutoring system stands as the most impactful. More specifically, upon implementing our benchmark assessment and tutoring system (described above) in 2010 at the middle and high school, we observed the positive impact it had on students' test scores on State-mandated assessments. After implementation, we have consistently improved our State-mandated assessment scores. Further, since 2014, our scores have been in the top 10% of all SCS schools.

To ensure efficient and effective replication, the Academic Coordinator was tasked with overseeing the creation and implementation of the benchmark assessment and tutoring system at the elementary level. She ensured that instructional staff received professional development around the system so that they fully understood how and why benchmarks are created; administration procedures; how to analyze and apply results to inform instruction and tutoring groupings; and how to set goals based on results. In addition to overseeing the system at the elementary school, the Academic Coordinator also continued to manage the benchmarks and tutoring at the middle and high school to ensure the system was implemented with fidelity and continuity at both schools.

In addition to replicating our benchmark assessment and tutoring system in our elementary school, during the 2017-18 school year, we also helped another charter school organization implement the system in their schools. More specifically, this network has three schools operating across their organization. Each school within the network was not performing well on State-mandated assessments and was not demonstrating student growth as evidenced by TVAAS scores of 1s. After seeing the successful results of our test scores and high operational scorecard, the organization contacted us for support. After implementing our system for just one year, each school saw a significant improvement in their test and TVAAs scores, which went from 1s at all three schools to a 2, 4, and 5 in 2018.

- g. **Select one or more of the organization's schools whose performance is relatively low or not satisfactory and discuss the school's performance. Be specific about the results on which you base your judgment that performance is unsatisfactory.**
- **Describe the primary causes to which you attribute the school's problems.**
 - **Explain the specific strategies that you are employing to improve performance.**
 - **How will you know when performance is satisfactory? What are your expectations for satisfactory performance in terms of performance levels and timing?**

As explained above, our elementary school that is in the Hickory Hill neighborhood of Memphis does not yet have historical data, including State assessment results, from which to inform a judgment about performance. We are only in our second year of operation and are just serving grades kindergarten through five this school year. However, our middle and high school, which has been consistently high-performing since 2014 as discussed above, experienced low, unsatisfactory performance in the initial years after opening.

Primary Causes. As indicated above, in 2012, our test scores resulted in us being placed on the priority list in the bottom 5% of all schools across the State. Our middle school English language arts, mathematics, and science scores were very low, 8.82%, 2.45%, and 8.82% proficient and advanced respectively, and greatly contributed to our priority status. Upon isolating our middle school scores, we analyzed our instructional practice, systems, and structures, and identified two primary causes of such unsatisfactory performance:

- Instruction was not aligned to Common Core State Standards and Tennessee Academic Standards as evidenced by test scores, informal and formal teacher observation data, and reviews of instructional plans.
- Students were not receiving enough instructional minutes in ELA and mathematics to master the content; most students enrolled below grade level and needed additional time to build foundation skills to enable them to engage in and master grade-level standards and content.

Strategies for Improvement. To remedy the primary causes of unsatisfactory performance as described above, we successfully implemented the following strategies for improvement:

- **Professional Development:** To ensure that instruction aligned to Common Core State Standards and Tennessee Academic Standards, we first examined our professional development plans and realized that we were not offering sufficient professional development around implementing standards-based instruction. As a result, we immediately altered our professional development calendar and dedicated a number of professional development sessions to the following:
 - Understanding and unpacking the standards
 - Writing standards-based learning objectives
 - Determining specific learning outcomes to indicate if students mastered learning objectives
 - Designing instructional plans, including learning activities and assessments, aligned to and driven by standards-based objectives and desired learning outcomes
 - Analyzing data sources to identify objectives that were not mastered and creating reteach plans
- **Standardized Lesson Plan Structure:** In addition, we also implemented a standardized lesson plan structure to support teachers in creating instructional plans with standards-based

learning objectives and outcomes that aligned to learning plans and activities. As indicated above, we provided robust professional development around the lesson plan structure. Further, we required all teachers to submit their plans to be reviewed by the Academic Coordinator, who provided intensive implementation support in revising, as well as creating plans. We ensured that every teacher had two daily planning periods so that they would have ample time to engage in purposeful planning and revision.

- **Test Center:** We created an electronic test center that enables teachers to enter tests and have scantrons created and graded by the center. The center allows teachers to assign standards to every question. The center provides teachers with easy access to disaggregated data to the question and standard level, as well as by subpopulation, cohort, and individual student levels, to inform upcoming instructional plans. Providing our teachers with the ability to disaggregate data in multiple ways and student groupings has cultivated a robust culture of data-driven instruction, which has greatly contributed to our success.
- **Additional Time for Core Instruction in ELA and Mathematics:** We modified our daily schedule to enable students to receive additional time for core instruction. More specifically, we implemented double ELA and mathematics blocks so that students received a total of 90 minutes of instruction in each subject. The double blocks ensured that students had ample time to engage in ELA and mathematics. The double blocks also provided teachers the time they needed to provide individualized remediation and/or intervention to struggling students in need of support.

Expectations for satisfactory performance. We have established the following academic measures and targets, which outline our expectations for satisfactory performance:

- **SCS School Performance Framework (SPF) Rankings:** We have set a minimum target of 3.5 on our annual SPF rankings.
 - **State-Mandated Assessment Results:** To be deemed satisfactory, we expect that the percentage of students scoring on-track plus mastered on State-mandated assessments will meet our Annual Measurable Objective every year. Proficiency rates at each grade level and subject will exceed the district average by at least 10 percentage points each academic year. At each grade level and subject, 50% of the students who have been enrolled in an MSE school for three consecutive years will be proficient.
 - **Tennessee Value-Added Assessment System (TVAAS) Scores:** We expect that our combined TVAAS score is at minimum a 3 each year.
 - **ACT Results:** We established the target of at least an 18.8 average ACT score each year, with at least 40% of students scoring 21.
 - **Graduation Rates:** We have set 100% as our target annual graduation rate.
- h. **For all schools operating under another authorizer: provide, as Attachment T, the most recent performance/evaluation/renewal reports produced by the authorizer(s) (or by a third-party evaluator, if applicable).**

Not applicable.

- i. **For all schools operating in the state of Tennessee: provide the following in Attachment U: (a) the last two years of audited financial statements for each school or school(s); and (b) the most recent internal financial statements, including balance sheets and income statements.**

See Attachment U.

- j. **List any contracts with charter schools that have been terminated by either the organization or the school, including the reason(s) for such termination and whether the termination was for “material breach.”**

Not applicable.

- k. **List any and all charter revocations, non-renewals, shortened or conditional renewals, or withdrawals/non-openings of schools operated by the organization, and explain what caused these actions.**

Not applicable.

- l. **Explain any performance deficiencies or compliance violations that have led to formal authorizer intervention with any school operated by the organization in the last three years and how such deficiencies or violations were resolved.**

Not applicable.

- m. **Identify any current or past litigation, including arbitration proceedings, by school, that has involved the organization or any charter schools it operates. If applicable, provide in Attachment V: (1) the demand, (2) any response to the demand, and (3) the results of the arbitration or litigation.**

Not applicable.

Additional Information Required by SCS

2019 Charter Application Supplement

To supplement Section 1.2 Enrollment Summary, please elaborate on the need of the community in your selected region. The need for a charter school in a given region may be any or all of the following:

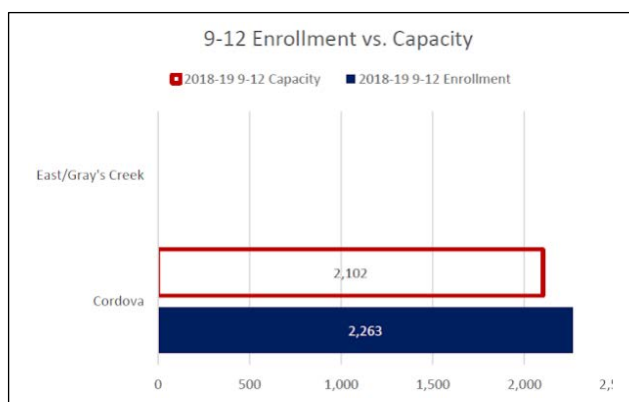
- **Academic** – the other public schools in the region are underperforming and would benefit from your proposed charter option.
- **Over Enrollment** – the other public schools in the region are over-enrolled or over-crowded and would benefit from your proposed charter option.
- **Programmatic**– the other public schools in the region do not offer the program(s) the proposed charter would offer (e.g., language immersion; Montessori; agribusiness).

Please attach the narrative describing the need for the proposed charter school in your selected region, using the defined categories and the Regional Seats Analysis to guide your discussion.

The need for our proposed school is great. As explained in the Enrollment Summary section, Cordova has rapidly grown and continues to grow both commercially and residentially. While commercial facilities and housing developments have been built in response to this growth, the creation of enough new schools to accommodate the growing number of school-aged children has not kept pace with demand. More specifically, there are currently only two public middle schools and one high school operating in the Cordova area.

Accordingly, Shelby County School's (SCS) Regional Seats Analysis and 2019 Charter Application Supplement indicate that elementary schools in the East region of Memphis, where Cordova is located, are overenrolled. SCS' Regional Seats Analysis specifically states that 785 more middle school seats are needed and 2,263 additional high school seats are needed at schools with a 3.00+ SPS – MSE earned a 4.25 in 2018.

As explained throughout this application, MSE has a strong track record of success. Additionally, as depicted below, MSE outperformed the public middle and high schools currently in operation in Cordova.

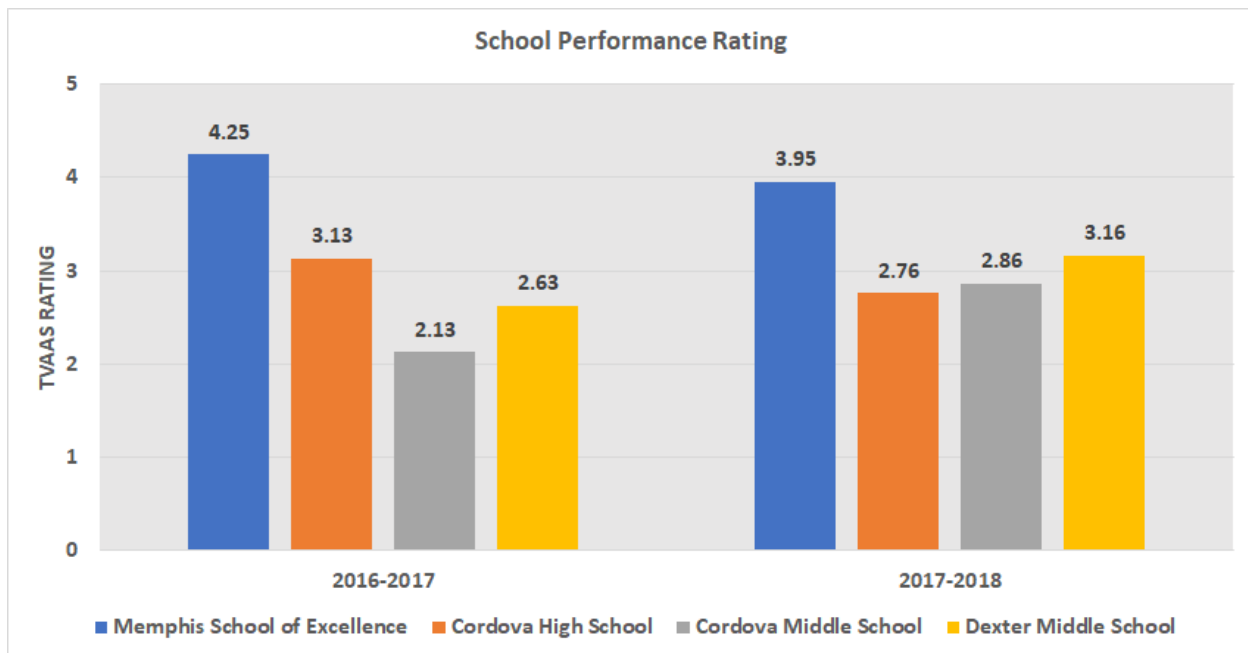


School Performance

Based on the most recent School Performance Scorecard (2016-18), the Cordova neighborhood has the highest percentage of students in 6-8 and 9-12 schools with a School Performance Scorecard rating below a 3.00 in the East region.

Using 3.00 on the School Performance Scorecard as the marker for performance, the East region needs almost 4,000 seats at schools with a 3.00+ SPS. The list below shows the number of seats needed by grade band.

- ❑ K-5: **822 more** seats at schools with a 3.00+ SPS
- ❑ 6-8: **785 more** seats at schools with a 3.00+ SPS
- ❑ 9-12: **2,263 more** seats at schools with a 3.00+ SPS



Further, Memphis School of Excellence has significantly outperformed Cordova High School, which is currently the only high school serving students in that area.

	Memphis School of Excellence High School	Cordova High School
ACT Average Score	18.8	17.5
Graduation Rate (2018)	100%	87.3%
Ready Graduate (% of students scoring above a 21 on the ACT)	31.7%	17.7%
TVAAS (2016-2017)	5	1
TVAAS (2017-2018)	3	1
Math proficiency	16.3%	5.2%
ELA proficiency	21.1%	17.6%
Science proficiency	51.2%	21%
Social Studies proficiency	22.3%	11.5%

Given SCS' recommendation for additional high-quality middle and high school seats in the Cordova area, as well as MSE's high performance rankings and outperformance of schools currently operating in Cordova, we contend that MSE will provide a much-needed high-quality option to serve middle and high students in Cordova.



DEPARTMENT OF EDUCATION
650 East Parkway South
Memphis, Tennessee 38104
(901) 321-4350 • Fax (901) 321-3299
www.cbu.edu

February 26, 2019

To Whom it May Concern:

Please accept this letter of support on behalf of the Memphis School of Excellence (MSE) Cordova campus. As you are aware, MSE has submitted an application to establish and open a charter school in the Cordova area. MSE's STEM-focused education and small class size will provide students in Cordova a strong educational opportunity in these important areas.

The Department of Education at Christian Brothers University has been working with MSE for several years. Our professors conduct PDs and teacher observations throughout the year. We are also looking forward to placing teachers at MSE campuses next year as part of our residency program.

With Cordova schools operating over capacity, many parents and students would welcome the option of a charter school and I am confident that MSE's history of success will enable them to provide the same experiences to students in the Cordova area.

I am pleased to give my support to Memphis School of Excellence Cordova.

Sincerely,

Samantha M. Alperin, Ed.D.
Chair, Professor of Education
Director of Undergraduate and Graduate Programs
(901) 321-3116 salperin@cbu.edu

March 7, 2019

Dear Shelby County School Board:

On behalf of The Children's Museum of Memphis, I am proud to declare our intent to collaborate with and support the School of Excellence Memphis. Access to high quality education is a critical component for all of the children in Memphis. Providing strong educational options is important to building and maintaining a healthy community. The Children's Museum is committed to providing hands-on learning experiences for our guests and we believe that there is alignment between our mission and the work taking place at the School of Excellence Memphis.

In recent years, the School of Excellence has proven a commitment to the success of their students by consistently performing well, growing quality programs, and cultivating a positive and supportive school culture. I am excited about the value the School of Excellence Memphis can add to the Cordova community. Building a successful partnership will benefit the educators, students, and families that are and will become a part of the school family. It is with great enthusiasm that we commit to be a collaborating resource for the School of Excellence Memphis at Cordova.

If you have any questions, please contact me at (901) 458-2678 ext. 230 or

Avis.Robinson@CMOM.com

Sincerely,

A handwritten signature in dark ink, appearing to read 'Avis Robinson', with a long horizontal flourish extending to the right.

Avis Robinson, Director of Education

The Children's Museum of Memphis

DEXTER RIDGE HOA

March 01, 2019

Please accept this letter of support on behalf of the Memphis School of Excellence Cordova (MSE). As you are aware, MSE has submitted an application to establish and open a charter school in our area in order to better serve the needs of our students. MSE's STEM-focused education and small class size will provide students in Cordova with a strong educational opportunity.

As past president of the homeowners association, I know that there are many parents and students in the neighborhood who are interested in a quality public school option. After meeting with MSE administrators, I am confident that MSE's history of success in Hickory Hill will enable them to provide the same experience to students in Cordova.

I am pleased to give my support to Memphis School of Excellence Cordova. We look forward to welcoming them to the neighborhood.

Sincerely,



Eleanor Merrill
Past President
Dexter Ridge HOA

One day, all children in this nation will have the opportunity to attain an excellent education.



March 6, 2019

Charter Authorizer Review Committee
Shelby County Schools
995 S. Lauderdale, Room 212
Memphis, TN 38126

Dear Review Committee:

It is my pleasure to write a letter in support of the proposal Memphis School of Excellence (MSE) has presented to you seeking approval for their expansion in Cordova. As the Executive Director of Teach For America – Memphis, I believe that Memphis School of Excellence provides students with a foundational academic experience as well as one where they're affirmed and given access to a multitude of opportunities to broaden their worldviews and make them competitive for college and careers.

Teach For America has partnered with MSE since 2011 in the placement of our first and second year teachers. Mr. Turkey and his team of administrators and teachers have welcomed our corps members and established a strong culture and community of support for them and for the students and families they serve. We currently have over 20 current and former Teach For America corps members working across the three campuses, including 7 alumni who have chosen to stay beyond their corps commitment to continue their work with the MSE team.

Based on MSE's past record of success, as demonstrated by their local and national rankings and recognition, I believe they will add to the growing number of schools in our community that believe that every child can achieve at the highest level and that, when given the right supports and in partnership with many, students can transcend what demographics would otherwise predict for their futures and that we can all create a different paradigm of schooling that works with, not against, students' success. I'm excited about what MSE's expansion could mean for the infinitely talented students in Cordova and, at Teach For America, we're committed to the successful continuation of our partnership.

Thank you for your consideration of Memphis School of Excellence's application. I know the school will be an asset to our students, the community of Cordova and our district. I look forward to working with MSE in the future and helping them build on the successes they have seen at their initial campuses.

Sincerely,

A handwritten signature in black ink that reads "Mackenzie Smith".

Mackenzie Smith
Managing Director, Participant Operations, Teach For America Memphis



AN AMERICORPS PROGRAM

M E M P H I S
MOTOR WERKS
European Car Experts Since 1985

To whom it may concern,

Please accept this letter as evidence of our support for the Memphis School of Excellence in Cordova. We feel that this school would fill a void for formal technical education in our community and offer additional options to families in the area.

We value the STEM focused curriculum and feel that science, engineering, and math are key components to a good overall education and will prepare students for the tech jobs when the time comes.

Having owned and operated Memphis Motorwerks at 9063 Macon Road for over 24 years, we have come in contact with hundreds of customers and their families. Schools are a common topic of conversation. We feel we also can express their support of the additional education opportunities that Memphis School of Excellence will offer Cordova students.

Sincerley,



David LaBarreare, Owner

To Whom it May Concern:

Please accept this letter of support on behalf of the Memphis School of Excellence Cordova (MSE). As you are aware, MSE has submitted an application to establish and open a charter school in our area in order to better serve the needs of our students. MSE's STEM-focused education and small class size will provide students in Cordova with a strong educational opportunity.

As a resident of the Cordova area, I know that there are many parents and students in my neighborhood who are interested in a quality public school option. After meeting with MSE administrators, I am confident that MSE history of success in Hickory Hill will enable them to provide the same experience to students in Cordova.

I am pleased to give my support to Memphis School of Excellence Cordova. We look forward to welcoming them to the neighborhood.

Sincerely,

Traci Smith
Resident 38018

March 4, 2019

To Whom It May concern:

Please accept this letter of support on behalf of Memphis School of Excellence, Cordova Campus (MSE). As you are aware, MSE recently applied for the establishment of a new charter school in our area. MSE's STEM-focused education and small student/teacher ratio will provide Cordova students the opportunity to reach high educational goals and achievement in grades K-12.

As a pastor in the Cordova community at Advent Presbyterian Church for 33 years and now working part time in my retirement at the church, I believe our students and our community would greatly benefit from an additional public-school option. After reviewing the mission and history of MSE, I am confident that its success in Memphis, if granted the opportunity, will extend to Cordova as well.

I am pleased to give my support for the establishment of Memphis School of Excellence, Cordova Campus, because it will offer another needed option for our community. I look forward to MSE becoming a part of our community.

Sincerely,

A handwritten signature in black ink that reads "David A Schieber". The signature is written in a cursive, flowing style.

David A. Schieber, Minister to Senior Adults, Advent Presbyterian Church


To Whom it May Concern:

Please accept this letter of support on behalf of the Memphis School of Excellence Cordova (MSE). As you are aware, MSE has submitted an application to establish and open a charter school in our area in order to better serve the needs of our students. MSE's STEM-focused education and small class size will provide students in Cordova with a strong educational opportunity.

As SAILS field coordinator, I know that MSE provides a quality public school option. After meeting with MSE administrators, I am confident that MSE history of success in Hickory Hill will enable them to provide the same experience to students in Cordova. I have observed the classes there and was very impressed with the quality of education they have provided their students. This opportunity would enable them to bring that same quality to the Cordova area. With the administrative support the teachers feel they are more than willing to go above and beyond to bring quality education to the students daily.

I am pleased to give my support to Memphis School of Excellence Cordova. We look forward to welcoming them to the neighborhood.

Sincerely,



Brenda McCall
Field Coordinator, West TN
Seamless Alignment and Integrated Learning Support (SAILS)
Department of K-12 Initiatives
Office of Academic Affairs
Phone: 901-413-7327
SAILS Office: 615-365-1518
www.tbr.edu/sails

March 8, 2019

To The Charter Authorizer Review Committee:

I am providing this letter of recommendation of support for Memphis School of Excellence Cordova.

As a Faculty in the Department of Computer Science at University of Memphis, I've experienced that students with strong STEM background perform better. Therefore, having a STEM-focused curriculum would strengthen the background of students in science, engineering and math before they major a related field in a university or college. Currently, I have been personally offering coding classes as an after-school activity at MSE's Winchester location. I would like to continue and offer the same club in MSE Cordova Campus.

I served as a board member for three years in Memphis School of Excellence's board. During this time, I had a chance to closely observe MSE's teachers and administrators. Their hard work and dedication for their students always impressed me and I felt fortunate to serve for such a successful school.

I strongly believe that they would succeed in the Cordova area when they are given the opportunity. Therefore, I am pleased to support for the new establishment of Memphis School of Excellence in Cordova.

Sincerely,



Fatih Şen, Instructor, Ph.D.
Computer Science
University of Memphis



School of Public Health

339 Robison Hall
Memphis, Tennessee 38152-3370
Office: 901.678.1340
Fax: 901.678.0372

www.memphis.edu/sph/people/faculty_profiles/ullmann.php

3/8/2019

Muhammet Turkey
Memphis School of Excellence
4450 S. Mendenhall Road
Memphis, TN 38141

Dear Mr. Turkey:

We are happy to confirm our intent to support the application of the proposed Memphis School of Excellence Cordova Campus and our willingness to work with MSE on health-related educational efforts. MSE is known for using innovative ways to inspire students' learning process

(<https://www.commercialappeal.com/story/news/education/2017/04/07/memphis-school-3d-prints-prosthetic-arm-student/100133266/>).

The School of Public Health of the University of Memphis has been working with MSE for several years on projects to address the epidemic of childhood obesity.

Free online tools such as FitKids (memphisfitkids.memphis.edu, <https://www.ncbi.nlm.nih.gov/pubmed/?term=memphisfitkids>) and FitWizard were developed by researchers at the University of Memphis to combat the sedentary habits and childhood obesity that threaten many students' scholastic success. Researchers made teachers, students and parents aware about these tools. We will continue to work with MSE to guide parents, students and teachers to a healthy lifestyle, and we look forward to including the proposed MSE Cordova campus in our efforts to improve health for all students and their families.

Sincerely,

Gerhild Ullmann, PhD, CPH

Research Assistant Professor, Div. Social and Behavioral Sciences
School of Public Health



The University of Memphis

339 Robison Hall, Memphis, TN 38152 USA

901.678.1340 ullmann1@memphis.edu

https://www.memphis.edu/sph/people/faculty_profiles/ullmann.php

SOUTHWEST

TENNESSEE COMMUNITY COLLEGE

P.O. Box 780 • Memphis, TN 38101-0780 • (901) 333-5000 • www.southwest.tn.edu

To Whom it May Concern:

Please accept this letter of support on behalf of the Memphis School of Excellence Cordova (MSE). As you are aware, MSE has submitted an application to establish and open a charter school in our area in order to better serve the needs of our students. MSE's STEM-focused education will provide students in Cordova with a strong educational opportunity.

As a Recruiter, I know that there are many parents and students in my neighborhood who are interested in a quality public school option. After meeting with MSE administrators, I am confident that MSE history of success in Hickory Hill will enable them to provide the same experience to students in Cordova.

I am pleased to give my support to Memphis School of Excellence Cordova. We look forward to welcoming them to the neighborhood.

Sincerely,

Shenay Nolan



Shelby County Schools
Office of Charter Schools
160 S. Hollywood Street
Memphis, TN 38111

To Whom It May Concern:

On behalf of the Tennessee Charter School Center, I am writing to express our support of the proposed Memphis School of Excellence Cordova charter schools.

At the Tennessee Charter School Center, we are committed to developing and supporting high-performing public charter schools while advocating for autonomy, accountability, and choice across public education in Tennessee. Over the years, Memphis School of Excellence has proven its ability to demonstrate meaningful growth and success for Shelby County students. MSE has earned Level 4 or 5 TVAAS score for six out of the last seven years. With a 100% graduation rate in 4 of the last 5 years and a 98% college acceptance rate, it is clear that MSE has discovered a method to move the needle for students in Memphis.

Memphis School of Excellence's mission is to provide a safe and collaborative environment by utilizing programs and strategies as well as math, science and technology tools to promote academic excellence, lifelong learning, and strong character development. MSE is a school that places an emphasis on developing creative approaches to problem solving and preparing students for secondary school and for their future careers as skilled professionals.

TCSC is passionately committed to our belief that all families deserve access to high-quality public education options and opportunities. As the state's primary charter school support organization, we have witnessed first-hand the transformative work that is happening in our charter school sector. We feel optimistic that Memphis School of Excellence's new campuses will provide those high-quality seats for students in Cordova based on their performance over the last several years.

Sincerely,

A handwritten signature in black ink, appearing to read 'Maya Bugg', is written over a light blue horizontal line.

Maya Bugg
Chief Executive Officer

David C Akdemir, Ed.D

Experience

2016 - Current Harmony Public Schools - Central Office Houston, TX

Director of Leadership Development

- Sets the vision and priorities of the leadership development team
- Manages all work streams toward the vision
- Collaborates closely with chiefs and area superintendents to implement leadership development programs
- Uses data to drive decision-making about program content and structure
- Ensures full implementation of leadership development initiatives in schools and districts
- Leads group workshops and coaches individual rising leaders in select topics
- Leads to organize annual leadership summit and regional development events, seminars, and workshops for leaders
- Facilitates performance management systems for leaders that include TPESS (Texas Principal Evaluation and Support System) and HPESS (Harmony Performance Evaluation and Support System)
- Facilitates new leadership academies such as New Principals Academy
- Facilitates leadership coaching programs
- Facilitates organizational assessment programs for campus leaders
- Leads to maintain TEA required charter officer and administrator training
- Facilitates succession management system
- Facilitates online learning management system with assistants

2014 - 2016 Harmony Public Schools - Austin Austin, TX

Area Superintendent

- Functioned as the Superintendent for assigned cluster
- Managed of human resources, maintenance, plant operations, facilities planning/management, construction and support services
- Implemented selection, training, and supervision of personnel
- Supervised school operations
- Supervised and evaluated principals; serves as liaison between principals and the Superintendent and Chiefs; works with principals to resolve school-based concerns and problems; assists principals and teachers in striving for maximum student achievement
- Supervised and conducted personnel administration duties for principals, including evaluating, assigning special duties, monitoring attendance and travel reports

- Supervised principals in analyzing school achievement data and to discuss implications for curriculum and instructional needs
- Developed and administered the district/cluster budget in cooperation with Finance Department using sound fiscal practices
- Ensured implementation of federal, state, and local mandated programs in relation to school site instructional and operational programs
- Provided professional and leadership development to principals and leadership teams in conjunction with the Human Resources Department
- Hired principals and cluster office personnel
- Holds regular meetings with school Principals, cluster directors/coordinators and other administrators to discuss the progress and problems of the cluster
- Directly monitored the work of cluster office personnel
- Visited campuses regularly to coordinate support services with principals
- Initiated and maintained ongoing and effective communication with community and parents regarding student achievement and school programs; supports school-based parent outreach programs and strategies to engage parents in student learning
- Resolved conflict with administrators, parents, teachers, staff, and community regarding extracurricular activities
- Assisted in determining school plant needs of the district by utilizing pupil projections, demographic studies, educational requirements, facilities requirements, and financial projections
- Served as district resource person in dealing with legal issues regarding staff members
- Implemented policies established by federal and state laws, State Board of Education rule, and local board policies
- Supported the alignment of functions between schools and central office divisions
- Worked with various committees and school administrative teams to review school's staffing allocations and forecasted enrollments
- Attended board meetings, and make presentations to the board

2010 - 2014

LISA Academy

Little Rock, AR

Principal/Superintendent

- Coordinated and assisted teachers and students in implementing Arkansas Standards and Frameworks.
- Provided professional development for teacher on state assessment standards.
- Maintained and monitored records for ESL, GT and Special Education students.
- Assisted an efficiency study to analyze how campus could be more fiscally resourceful.
- Provided leadership and mentoring opportunities to assistant principals
- Provided instructional resources and materials to support teachers in accomplishing instructional goals
- Communicated and promoted expectations for high-level performance to staff and students.
- Built common vision for school improvement with staff

- Directed planning activities and put programs in place with staff to ensure attainment of school's mission.
- Observed employee performance, recorded observations, and conducted evaluation conferences with staff.
- Used student achievement data to recommend improvement in the purpose, design, materials, and implementation of the instructional program
- Supervised maintenance of facilities to ensure a clean, orderly, and safe campus.
- Ensured that school rules are uniformly observed and that student discipline is appropriate and equitable in accordance with Student Code of Conduct and Student Handbook.
- Developed master schedule based on campus data.
- Attended conferences, workshops, seminars, and disseminated relevant information to instructional team leaders and members
- Used appropriate and effective techniques to encourage community and parent involvement.
- Ensured the effective and quick resolution of conflicts.
- Implemented Staff Hiring – Personnel Issues/Resolutions/Supervision/Staff Development – Planning and Execution

2009- 2010 LISA Academy Little Rock, AR

Vice Principal/System Manager

- Managed academic programs for middle and high school classes
- Created and maintained class schedules
- Supervised teachers as Curriculum Director
- Provided High School Counseling for 8th grade and High School Students
- Managed Professional Development and Appraisal System
- Managed Student report cards and transcripts
- Managed Practice Mock Tests and State Tests
- Provided IT supports for servers, printers, computers and network

2008-2009 LISA Academy – North Little Rock Sherwood, AR

Vice Principal/System Manager

- Managed academic programs for elementary and middle school classes
- Created and maintained class schedules
- Supervised teachers as Curriculum Director
- Provided High School Counseling for 8th graders
- Managed Professional Development and Appraisal System
- Managed student report cards and transcripts
- Managed practice mock tests and state tests
- Provided IT supports for servers, printers, computers and network

2004-2008 Dove Science Academy – Tulsa Tulsa, OK

Computer Science Teacher/System Manager

- Taught 6th, 7th and 8th grade Computer Classes including Keyboarding and Microsoft Office
- Taught High School Computer Science classes including Desktop Publishing, Visual Basic, Video Production, Digital Graphics and Animation
- Provided IT supports for servers, printers, computers and network

2003-2004 Dove Science Academy - OKC Oklahoma City, OK

Computer Science Teacher

Taught 6th, 7th and 8th grade Computer Classes including Keyboarding and Microsoft Office

Education

2014 - 2016 Lamar University Beaumont, TX

- Doctorate in Educational Leadership and Administration
- Dissertation Titled “Perceptions of Teachers in a Charter School District Regarding Administrator Strategies That Contribute to Teacher Retention”

2011- 2012 University of Arkansas in Little Rock Little Rock, AR

- Master in Educational Leadership and Administration

1997-2003 Middle East Technical University Ankara, TURKEY

- B.S., Computer Education

1993-1997 Kartal Technical High School Istanbul, TURKEY

- High School Diploma from Computer Science

Interests

Education, Educational Leadership, Leadership Development, Computers, Networking, IT, Programming, Soccer

Licensure Areas

Superintendent (EC-12) – Texas, Principal (EC-12) – Texas, Principal (EC-12) – Arkansas, Math Teacher (7-12) – Texas, Math Teacher (5-12) – Arkansas, Math Teacher (5-12) - Oklahoma

VEDA V. T. CHERRY

3228 Whisperwind Cove
Memphis, TN 38125
404-277-5787

EDUCATION

The George Washington University School of Law
Juris Doctor, May 1995

Washington, DC

The Georgia Institute of Technology
Bachelor of Electrical Engineering, September 1991

Atlanta, GA

Tougaloo College
Bachelor of Science in Physics, Magna Cum Laude, May 1991

Tougaloo, MS

LEGAL EXPERIENCE

Cherry & Cherry, LLC
Member (Managing Partner)

Atlanta, GA (1/05-present)

Established law firm in 2005. The firm's primary practice areas are intellectual property law, business transactions, and entertainment law.

The Institute of Paper Science and Technology, Inc.
General and Patent Counsel/Board of Trustees Secretary

Atlanta, GA (6/98-12/04)

Reported to the President. Managed the intellectual property portfolio. Provided legal counsel, advice, and training in general and intellectual property matters. Outsourced projects to general and patent law firms and managed outside general and patent counselors. Performed in-house patent prosecution and oversaw outside patent prosecution. Drafted, reviewed, and monitored IPST service contracts, technology licenses, material transfer, secrecy and research agreements. Negotiated general and technology licensing agreements. Established, reviewed, and approved company policies. Chaired the IPST intellectual property management council that determines intellectual property strategy. Monitored and advised on anti-trust compliance at IPST industry meetings. Served as Secretary on the Board of Trustees, provided guidance in corporate compliance, and prepared the minutes for board meetings.

Jones & Askew (merged with Kilpatrick-Stockton in 2000)
Associate

Atlanta, GA (9/95-5/98)

Prepared and prosecuted patent applications in the fields of software and telecommunications and in the electrical and mechanical arts. Prepared patentability and non-infringement opinions and IP licenses. Handled trademark prosecution and trademark opposition matters. Prepared and negotiated intellectual property agreements. Advised and counseled clients in intellectual property matters.

LICENSES AND MEMBERSHIPS

State Bar of Georgia License, Registered U.S. Patent Attorney. State Bar of Georgia Association, Atlanta Bar Association.

BYLAWS

Read Foundation

4450 S. Mendenhall Rd. St 1
Memphis, TN, 38141

ARTICLE 1

OFFICES

Principal Office

- 1.01. The principal office of the Read Foundation ("Corporation") shall be located at 4450 S Mendenhall Rd. St 1 Memphis, TN 38141. The Corporation may have such other offices, either in Tennessee or elsewhere, as the Board of Directors may determine. The Board of Directors may change the location of any office of the Corporation.

Registered Office and Registered Agent

- 1.02. The Corporation shall comply with the requirements of the Act and maintain a registered office and registered agent in Tennessee. The registered office may, but need not, be identical with the Corporation's principal office in Tennessee. The Board of Directors may change the registered office and the registered agent as provided in the Act.

ARTICLE 2

BOARD OF DIRECTORS

Management of the Corporation

- 2.01. The affairs of the Corporation shall be managed by the Board of Directors.

Number Qualifications and Tenure of Directors

- 2.02. The number of Directors shall be no less than three (3). The number of the directors may be increased or decreased as needed by amendments by majority vote of the directors. Number of Directors may never be less than three (3). Directors need not be residents of Tennessee.

Nomination of Directors

- 2.03. At any meeting at which the election a director occurs, a director may nominate a person with the second of any other director. In addition to nominations made at meetings, a nominating committee shall consider possible nominees and, make nominations for each election of directors. The secretary shall include the names nominated by the nomination committee, and any report of the committee, with the notice of the meeting at which the election occurs.

Election of Directors

- 2.04. A person who meets any qualification requirements to be a director and who has been duly nominated may be elected as director. Directors shall be elected by the vote of the majority of the Board of Directors. Each director shall hold office until a successor is elected and qualified. A director may- [if desired, add: not] be elected to succeed himself or herself as director.

Vacancies

- 2.05. Any vacancy occurring in the board of directors, and any director position to be filled due to an increase in the number of directors, shall be filled by the affirmative vote of a majority of the remaining board of directors. When a vacancy on the Board exists, nominations for new members may be received from present board members one week in advance of a board meeting.

Annual Meeting

- 2.06. The annual meeting of the Board of Directors shall be held in the first two week of July of each year. The date of the annual meeting may be changed with a written notice by the President who shall also set the time and place of that delayed meeting. The president or the secretary shall give a written notice of the meeting to each director not less than five nor more than 30 days before the date of the meeting and shall post a written notice for general public as required in section 2.09 of this bylaw.

Regular meeting

- 2.07. Regular meetings of the board shall be held at the principal office as noted online. Meetings days, hours and locations for the upcoming year will be posted in December of the previous year. The number of meetings may be increased or decreased by a resolution of the board. The president or the secretary shall give a written notice of the meeting to each director not less than five nor more than 30 days before the date of the meeting and shall post a written notice for general public as required in section 2.09 of this bylaw.

Special Meetings

- 2.08. Special meetings of the Board of Directors may be called by or at the request of the president or any two directors. A person or persons authorized to call special meetings of the Board of Directors may fix any place for holding a special meeting. The person or persons calling a special meeting shall notify the secretary of the information required to be included in the notice of the meeting. Then, the secretary shall give a written notice of the meeting to each director not less than five nor more than 30 days before the date of the meeting and shall post a written notice for general public as required in section 2.09 of this bylaw.

Notices

- 2.09. All meeting (Annual, Regular, and Special Meetings) notices must be in writing. The written notices must be posted and must be readily accessible by the general public at all times for at least 72 hours before the scheduled time of the meeting. The written notice shall include agenda items, day, time, and the location of the meeting. The written notice shall use plain, concise English.

Quorum

- 2.10. A majority of the number of directors then in the office shall constitute a quorum for the transaction of business at any meeting of the Board of Directors. Directors present by proxy may not be counted toward a quorum. The directors present at a duly called or held meeting at which a quorum is present may continue the meeting even if enough directors leave the meeting so that less than a quorum remains. However, no action may be approved without the vote of at least a majority of the number of directors required to constitute a quorum. If less than a quorum is present at any meeting, a majority of the directors present may adjourn the meeting at any time without further notice.

Duties of Directors

- 2.11. Directors shall exercise ordinary business judgments in managing the affairs of the Corporation. Directors shall act as fiduciaries with respect to the interests of the members. In acting in their official capacity as directors of this corporation, directors shall act in good faith and take actions they reasonably believe to be in not take any action that they should reasonably believe would be opposed to the Corporation's best interests or would be unlawful. A director shall not be liable if, in the exercise of ordinary care, the director acts in good faith relying on written financial and legal statements provided by an account or attorney retained by the Corporation.

Actions of Board of Directors

- 2.12. The Board of Directors shall try to act by consensus. The act of a majority of the Directors present at a meeting at which a quorum is present shall be the act of the Board unless the act of a greater number is required by law or these bylaws. If a quorum is present but thereafter a sufficient number of Directors leave such meeting so that a quorum no longer present, then any action taken by the remaining Directors shall not be the act of the Board.

Proxies

- 2.13. Board of Directors may not issue a proxy or may not be represented by a proxy.

Compensation

- 2.14. Directors shall not receive salaries for their services. The Board of Directors may adopt a resolution providing for a reimbursement payment according to the state law to the Directors for their expenses of attendance, if any, for attendance at each meeting of the Board of Directors.

Removal of Directors

- 2.15. The Board of Directors or members may vote to remove a director at any time, only for good cause. Good cause for removal of a director shall include the unexcused failure to attend four consecutive meetings of the Board of Directors. A meeting to consider the removal of a director may be called and noticed following the procedures provided in the bylaws. The notice of the meeting shall state the issue of possible removal of the director that will be on the agenda the notice shall state the possible cause for removal. The director shall have the right to be represented by an attorney at and before the meeting. At the meeting, the Corporation shall consider possible arrangements for resolving the problems that are in the mutual interest of the Corporation and the director. A director may be removed by the affirmative vote of fifty one (51) percent of the Board of Directors.

ARTICLE 3

OFFICERS

Officer Positions

The officers of the Corporation shall be a president, vice president, a secretary, a treasurer. The Board of Directors may create additional officer positions, define the authority and duties of each such position, and elect or appoint persons to fill the positions. Any two or more offices may be held by the same person, except the offices of president and secretary.

Election and Term of Office

- 3.02 The officers of the Corporation shall be elected annually by the Board of Directors at the regular annual meeting of the Board of Directors. If the election of officers is not held at this meeting, the election shall be held as soon thereafter as conveniently as possible. Each officer shall hold office until a successor is duly selected and qualified. An officer may be elected to succeed himself or herself in the same office.

Removal

- 3.03 Any officer elected or appointed by the Board of Directors may be removed by the Board of Directors with or without good cause. The removal of an officer shall be without prejudice to the contract rights, if any, of the officer.

Vacancies

- 3.04. A vacancy in any office may be filled by the Board of Directors for the unexpired portion of the officer's term.

President

- 3.05. The president shall be the chief executive officer of the Corporation. The president shall supervise and control all of the business and affairs of the Corporation. The president shall preside at all meetings of the members and of the Board of Directors. The president may execute any deeds, mortgages, bonds, contracts, or other instruments that the Board of Directors has authorized to be executed. However, the president may not execute instruments on behalf of the Corporation if this power is expressly delegated to another officer or agent of the Corporation by the Board of Directors, the bylaws, or statute. The president shall perform other duties prescribed by the Board of Directors and all duties incident to the office of president.

Vice President

- 3.06. When the president is absent, is unable to act, or refuses to act, a vice president shall perform the duties of the president. When a vice president acts in place of the president, the vice president shall have all the powers of and be subject to all the restrictions upon the president. If there is more than one vice president, the vice presidents shall act in place of the president in the order of the votes received when elected. A vice president shall perform other duties as assigned by the president or board of directors.

Treasurer

- 3.07. The treasurer shall:
- (a) Have charge and custody of and be responsible for all funds and securities of the Corporation.
 - (b) Receive and give receipts for moneys due and payable to Corporation from any source.
 - (c) Deposit all moneys in the name of Corporation in banks, trust companies, or other depositories as provided in the bylaws or as directed by the Board of Directors or president.
 - (d) Write checks and disburse funds to discharge obligations of the Corporation.
 - (e) Maintain the financial books and record of the Corporation.
 - (f) Prepare financial reports at least annually.
 - (g) Perform other duties as assigned by the president or by the Board of Directors.
 - (h) If required by the Board of Directors, give a bond for the faithful discharge of his or her duties in a sum and with a surety as determined by the Board of Directors.
 - (i) Perform all of the duties incident to the office of treasurer.

Secretary

- 3.08 The secretary shall:
- (a) Give all notices as provided in the bylaws or as required by law.
 - (b) Take minutes of the meetings of the members and the Board of Directors and keep the minutes as part of the corporate records.
 - (c) Maintain custody of the corporate records and of the seal of the Corporation.
 - (d) Affix the seal of the Corporation to all documents as authorized.
 - (e) Keep a register of the mailing address of each [if corporation has members, add: member], director, officer, and employee of the Corporation.
 - (f) Perform duties as assigned by the president or by the Board of Directors.
 - (g) Perform all duties incident to the office of secretary.

ARTICLE 4

COMMITTEES

Establishment of Committees

- 4.01. The Board of Directors may adopt a resolution establishing one or more committees delegating specified authority to a committee, and appointing or removing members of a committee. A committee shall include two or more directors and may include persons who are not directors. If the Board of Directors delegates any of its authority to a committee, the majority of the committee shall consist of directors.

The Board of Directors may establish qualifications for membership on a committee. The Board of Directors may delegate to the president its power to appoint and remove members of a committee that has not been delegated any authority to it shall not relieve the Board of Directors, or any individual director, of any responsibility imposed by the Bylaws or otherwise imposed by law. No committee shall have the authority of the Board of Directors to:

- (a) Amend the articles of incorporation.
- (b) Adopt a plan of merger or a plan of consolidation with another corporation.
- (c) Authorize the sale, lease, exchange, or mortgage, of all or substantially all of the property and assets of the Corporation.
- (d) Authorize the voluntary dissolution of the Corporation.
- (e) Revoke proceedings for the voluntary dissolution of the Corporation.
- (f) Adopt a plan for the distribution of the assets of the Corporation.
- (g) Amend, alter, or repeal the bylaws.
- (h) Eject, appoint, or remove a member of a committee or a director or officer of the Corporation.
- (i) Approve any transaction to which the Corporation is a party and that involves a potential conflict of interests as defined in paragraph 5.04, below.
- (j) Take any action outside the scope of authority delegated to it by the Board of Directors.

Authorization of Specific Committee

- 4.02. There shall be the following committees: Academic and Finance Committees. The Board of Directors shall define the activities and scope of authority of each committee by resolution.

Term of Office

- 4.03. Each member of a committee shall continue to serve on the committee until the next annual meeting of the Directors of the Corporation and until a successor is appointed. However, the term of a committee member may terminate earlier if the committee is terminated or if the member dies, ceases to qualify, resigns, or, is removed as a member. A vacancy on a committee may be filled by an appointment made in the same manner as an original appointment. A person appointed to fill a vacancy on a committee shall serve for the unexpired portion of the terminated committee member's term.

Chair and Vice-Chair

- 4.04. One member of each committee shall be designated as the chair of the committee and the other member of each committee shall be appointed by the president of the Corporation. The chair and vice-chair shall be appointed by the president of the Corporation. The chair shall call and preside at all meetings of the committee. When the chair is absent, is unable to act, or refuses to act, the vice-chair shall perform the duties of the chair. When a vice-chair acts in place of the chair, the vice-chair shall have all the powers of and be subject to all the restrictions upon the chair.

Notice of Meetings

- 4.05. Written or printed notice of a committee meeting shall be delivered to each member of a committee not less than, seven nor more than 30 days before the date of the meeting. The notice shall state the place, day, and time of the meeting, and the purpose or purposes for which the meeting is called.
- 4.06. A majority of the number of persons shall constitute a quorum of a committee for the transaction of business at any meeting of the committee. The directors present at a duly called or held meeting at which a quorum is present may continue the meeting even if enough directors leave the meeting so that less than a quorum remains. However, no action may be approved without the vote of at least a majority of the number of directors required to constitute a quorum. If less than a quorum is present at any meeting, a majority of the directors present may adjourn the meeting at any time without further notice.

Actions of Committees

- 4.07. Committees shall try to take action by consensus. However, the vote of a majority of committee members present and voting at a meeting at which a quorum is present shall be sufficient to constitute the act of the committee unless the act of a greater number is required by law or the bylaws. A

committee member who is present at a meeting and abstains from a vote is not considered to be present and voting for the purpose of determining the act of the committee.

Proxies

4.08. A committee member may not vote by a proxy.

Compensation

4.09. Committee members shall not receive salaries for their services. The Board of Directors may adopt a resolution providing for the payment to committee members of a fixed sum and expenses of attendance, if any, for attendance at each meeting of the committee. A committee member may serve the Corporation in any other capacity and receive compensation for those services. Any compensation that the Corporation pays to a committee member shall be commensurate with the services performed and shall be reasonable in amount. However, the Board of Directors is highly encouraged to provide services on a voluntary basis and request no compensation.

Rules

4.10. Each committee may adopt rules for its own operation not inconsistent with the bylaws or with rules adopted by the Board of Directors.

ARTICLE 5

TRANSACTIONS OF THE CORPORATION

Contracts

5.01. The Board of Directors may authorize any officer or agent of the Corporation to enter into a contract or execute and deliver any instrument in the name of and on behalf of the Corporation. This authority may be limited to a specific contract or instrument or it may extend to any number and type of possible contracts and instruments.

Deposit

5.02. All funds of the Corporation shall be deposited to the credit of the Corporation in banks, trust companies or other depositories that the Board of Directors selects.

Gifts

5.03. The Board of Directors may accept on behalf of the Corporation any contribution, gift, bequest, or devise for the general purposes or for any special purpose of the Corporation. The Board of Directors may make gifts and give charitable contributions that are not prohibited by the bylaws, the articles of incorporation, state law, and any requirements for maintaining the Corporation's federal and state tax status.

Potential Conflicts of Interest

5.04. The corporation shall not make any loan to a director or officer of the corporation. The Corporation shall not borrow money from or otherwise transacts business with a member, director, officer, or, committee member of the Corporation unless the transaction is described fully in a legally binding instrument and is in the best interests of the Corporation. The Corporation shall not borrow money from or otherwise transact business with a director, officer, or committee member of the Corporation without full disclosure of all relevant facts and without the approval of the Board of Directors, not including the vote of any person having a personal interest in the transaction.

Annual Statements Regarding Conflict of Interest Policy

5.05. Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

(a) Has received a copy of the conflicts of interest policy,

- (b) Has read and understands the policy,
- (c) Has agreed to comply with the policy, and
- (d) Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Records of Proceedings

5.06. The minutes of the governing board and all committees with board delegated powers shall contain:

- (a) The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.
- (b) The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Violations of the Conflicts of Interest Policy

5.07. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Prohibited Acts

5.08. As long as the Corporation is in existence, and except with the prior approval of the Board of Directors, no director, officer or committee member shall:

- (a) Do any act in violation of the bylaws or a binding obligation of the Corporation.
- (b) Do any act with the intention of harming the Corporation or any of its operations.
- (c) Do any act that would make it impossible or unnecessarily difficult to carry on the intended or ordinary business of the Corporation.
- (d) Receive an improper benefit from the operation of the Corporation.
- (e) Use the assets of the Corporation, directly or indirectly, for any purpose other than carrying on the business of the Corporation.
- (f) Wrongfully transfer or dispose of Corporation property, including intangible property such as good will.
- (g) Use the name of the Corporation (or any substantially similar name) or any trademark or trade name adopted by the Corporation, except on behalf of the Corporation in the ordinary course of the Corporation's business.
- (h) Disclose any of the Corporation business practices, trade secrets, or any other information not generally known to the business community to any person not authorized to receive it.

ARTICLE 6

BOOKS AND RECORDS

Required Books and Records

6.01. The Corporation shall keep complete books and records of account. The Corporation's books and records shall include:

- (a) A file-endorsed copy of all documents filed with Tennessee Secretary of State relating to the Corporation, including, but not limited to, the articles of Corporation, and any articles of

- amendment, restated articles, articles of merger, articles of consolidation, and statement of change of registered office or registered agent.
- (b) A copy of the bylaws, and any amended versions or amendments to the bylaws.
 - (c) Minutes of the proceedings of the Board of Directors, and committees having any of the authority of the Board of Directors.
 - (d) A list of the names and addresses of the directors, officers and any committee members of the Corporation.
 - (e) A financial statement showing the assets, liabilities and net worth of the Corporation at the end of the three most recent fiscal years.
 - (f) A financial statement showing the income and expenses of the Corporation for the three most recent fiscal years.
 - (g) All rulings, letters, and other documents relating to the Corporation's federal, state, and local tax status.

ARTICLE 7

FISCAL YEAR

- 7.01 The fiscal year of the Corporation shall begin on the first day of July and end on the last day in June in each year.

ARTICLE 8

INDEMNIFICATION

When Indemnification is Required, Permitted, and Prohibited

- 8.01. (a) The Corporation shall indemnify a director, officer, committee member, employee or agent of the Corporation who was, is or may be named defendant or respondent in any proceeding as a result of his or her actions or omissions within the scope of his or her official capacity in the Corporation. For the purposes of this article, an agent includes one who is or was serving at the request of the Corporation as a director, officer, partner, venturer, proprietor, trustee, partnership, joint venture, sole proprietorship, trust, employee benefit plan, or other enterprise. However, the Corporation shall indemnify a person only if he or she acted in good faith and reasonably believed that the conduct was in the Corporation's best interests. In a case of criminal proceeding, the person may be indemnified only if he or she had no reasonable cause to believe that the conduct was unlawful. The Corporation shall not indemnify a person who is found liable to the Corporation or is found to be liable to another on the basis of improperly receiving a personal benefit. A person is conclusively considered to have been found liable in relation to any claim, issue, or matter if the person has been adjudged liable by a court of competent jurisdiction and all appeals have been exhausted.
- (b) The termination of a proceeding by judgment, order, settlement, conviction, or on a plea of *nolo contendere* or its equivalent does not necessarily preclude indemnification by the Corporation.
 - (c) The Corporation shall pay or reimburse expenses incurred by a director, officer, committee member, employee, or agent of the Corporation in connection with the person's appearance as a witness or other participation in a proceeding involving or affecting the Corporation when the person is not a named defendant or respondent in the proceeding.
 - (d) In addition to the situations otherwise described in this paragraph, the Corporation may indemnify a director, officer, committee member, employee, or agent of the Corporation to the extent permitted by law. However, the Corporation shall not indemnify any person in any situation in which indemnification is prohibited by the terms of paragraph 8.01., above.

- (e) Before the final disposition of a proceeding, the Corporation may pay indemnification expenses permitted by the bylaws and authorized by the Corporation. However, the Corporation shall not pay indemnification expenses to a person before the final disposition of a proceeding. If the person is a named defendant or respondent in a proceeding brought by the Corporation; or the person is alleged to have improperly received a personal benefit or committed other willful or intentional misconduct.
- (f) If the Corporation may indemnify a person under the bylaws, the person may be indemnified against judgment, penalties, including excise and similar taxes, fines, settlements, and reasonable expenses (including attorney's fees) actually incurred in connection with the proceeding. However, if the proceeding was brought by or on behalf of the Corporation, the indemnification is limited to a reasonable expenses actually incurred by the person in connection with the proceeding.

Procedures Relating to Indemnification Payments

- 8.02. (a) Before the Corporation may pay any indemnification expenses (including attorney's fees), and determine that expenses to be reimbursed are reasonable, except as provided in paragraph 8.02(c), below. The Corporation may make these determinations and decisions by any one of the following procedures:
- (i) Majority vote of the quorum consisting of directors who, at the time of the vote, are not named defendants or respondents in the proceeding.
 - (ii) If such a quorum cannot be obtained, by a majority vote of committee of the Board of Directors, designated to act in the matter by a majority vote of all directors, consisting solely of two or more who at the time of the vote are not named defendants or respondents in the proceeding.
 - (iii) Determination by special legal counsel selected by the Board of Directors by votes as provided in paragraph 10.02(a)(i) or 10.02(a)(ii), or if such a quorum cannot be obtained and such a committee cannot be established, by a majority vote of all directors.
- (b) The Corporation shall authorize indemnification and determine that expenses to be reimbursed are reasonable in the same manner that it determines whether indemnification is permissible. If the determination that the facts then known to those making the determination would not preclude indemnification and authorization of payment shall be made in the same manner as a determination that indemnification is permissible under paragraph 8.02(a), above. The person's written affirmation shall state that he or she has met the standard of conduct necessary for indemnification under the bylaws. The written undertaking shall provide for repayment of the amount paid or reimbursed by the Corporation if it is ultimately determined that the person has not met the requirements for indemnification. The undertaking shall be an unlimited general obligation of the person, but it need not be secured and it may be accepted without reference to financial ability to make repayment.

ARTICLE 9

NOTICES

Notice by Mail, Telegram, email

- 9.01. Any notice required or permitted by the bylaws to be given to a director, officer or member of a committee of the Corporation may be given by mail, telegram or email. If mailed a notice shall be deemed to be delivered when deposited in the United States mail addressed to the person at his or her address as it appears on the records of the Corporation, with postage prepaid. If given by telegram, a notice shall be deemed to be delivered when accepted by the Telegram Company and addressed to the person at his or her address as it appears on the records of the Corporation. A person may change his or her address by giving written notice to the secretary of the Corporation.

Signed Waiver of Notice

- 9.02. Whenever any notice is required to be given under the provisions of the act or under the provisions of the articles of incorporation or the bylaws, a waiver in writing signed by a person entitled to receive a notice shall be deemed equivalent to the giving of the notice. A waiver of the notice shall be effective whether signed before or after the time stated in the notice being waived.

Waiver of Notice by Attendance

- 9.03. The attendance of a person at a meeting shall constitute a waiver of notice of the meeting unless the person attends for the express purpose of objecting to the transaction or any business because the meeting is not lawfully called or convened.

ARTICLE 10

SPECIAL PROCEDURES CONCERNING MEETINGS

Meeting by Telephone or Internet

- 10.01. A. Subject to the provisions required or permitted by the Tennessee Open Meetings Act or notice of meetings, unless otherwise restricted by the articles of incorporation or bylaws, members of the board of directors of the corporation, or members of any committee designated by such board may participate in and hold a meeting of such members, board, or committee by means of: (1) conference telephone or similar communications equipment by which all persons participating in the meeting can hear each other; or (2) another suitable electronic communications system, including videoconferencing technology or the Internet, only if: (a) each member entitled to participate in the meeting consents to the meeting being held by means of that system; and (b) the system provides access to the meeting in a manner or using a method by which each member participating in the meeting can communicate concurrently with each other participant.

B. Participation in a meeting pursuant to this Article shall constitute presence in person at such meeting, except where a person participates in the meeting for the express purpose of objecting to the transaction of any business on the ground that the meeting is not lawfully called or convened.

ARTICLE 11

AMENDMENTS TO BYLAWS

- 11.01 The bylaws may be altered, amended, or repealed, and new bylaws may be adopted a majority vote by the Board of Directors. The notice of any meeting at which the bylaws are altered, amended, or repealed, or at which new bylaws are adopted shall include the text of the proposed bylaw provisions as well as the text of any existing provisions proposed to be altered, amended, or repealed. Alternatively, the notice may include a fair summary of those provisions.

ARTICLE 12

MISCELLANEOUS PROVISIONS AND CLAUSES

Dissolution Clause

- 12.01. Upon the dissolution of this organization, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal code, or shall be distributed to the federal government, or to a state or local government, for a public purposes.

Legal Authorities Governing Constructions of Bylaws

- 12.02. The bylaws shall be construed in accordance with the laws of the State of Tennessee. All references in the bylaws to statutes, regulations, or other sources of legal authority shall refer to the authorities cited, or their successors, as they may be amended from time to time.

Legal Construction

- 12.03. If any bylaw provision is held to be invalid, illegal, or unenforceable in any respect, the invalidity, illegality, or unenforceability shall not any other provision and the bylaws shall be construed as if the invalid, illegal, or unenforceable provision had not been included in the bylaws.

Headings

- 12.04. The headings used in the bylaws are used for inconvenience and shall not be considered in contouring the terms of the bylaws.

Gender

- 12.05. Wherever the context requires, all words in the bylaws in the male gender shall be deemed to include female or neuter gender, all singular words shall include the plural, and all plural words shall include the singular.

Seal

- 12.06. The Board of Directors may provide for a corporate seal such a seal would consist of two concentric circles containing the words Read Foundation, "Tennessee," in on encircle and the word "Incorporated" together with the date of incorporation of the Corporation in the other circle.

Power of Attorney

- 12.07. A person may execute any instrument related to the Corporation by means of a power of attorney if an original executed copy of the Corporation to be kept with the Corporation records.

Parties Bound

- 12.08. The bylaws shall be binding upon and inure to the benefits of the directors, officers, committee members, employees, and agents of the Corporation and their respective heirs, executors, administrators, legal representatives, successors, and assigns except as otherwise provided in the bylaws.

ARTICLE 13

THE NON-DISCRIMINATORY STATEMENT

- 13.01. It is the policy of Read Foundation not to discriminate on the basis of age, color, handicap or disability, ancestry, national origin, marital status, race, religion, gender, veteran status, or political affiliation, in its educational programs and/or activities.

CERTIFICATE OF APPROVAL

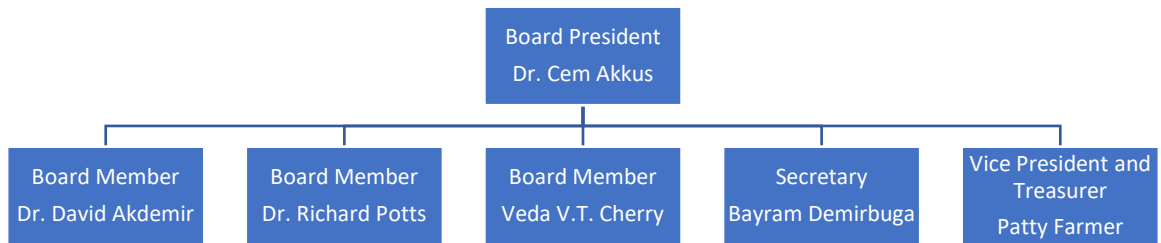
I certify that I am the duly elected and acting president of Read Foundation and that the foregoing Bylaws constitute the Bylaws of the Corporation. These Bylaws were duly adopted at a meeting of the Board of Directors held on _____, 20____.

[Signature]

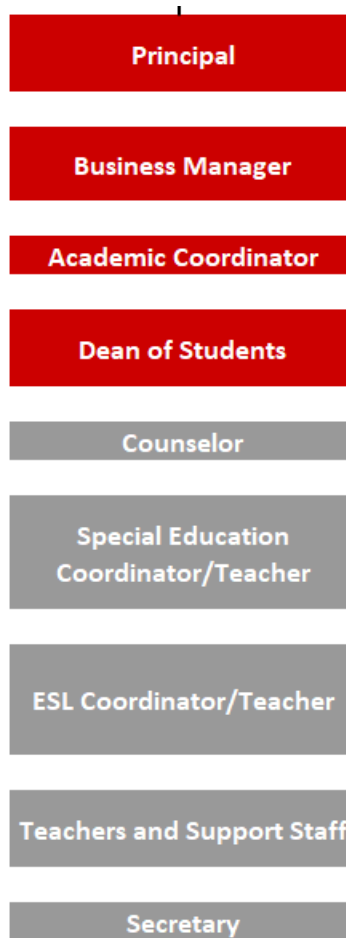
____ / ____ / ____
Date (mm/dd/yyyy)

[Name]

Board of Directors Organizational Chart



Attachment G: School Organizational Chart



**Read Foundation
Financial Statements
June 30, 2018**

ANNUAL FINANCIAL REPORT

**TENNESSEE PUBLIC CHARTER SCHOOLS OPERATED BY
the READ FOUNDATION**

**MEMPHIS SCHOOL OF EXCELLENCE
MEMPHIS SCHOOL OF EXCELLENCE ELEMENTARY SCHOOL**

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BOARD OF DIRECTORS

Dr. Cem Akkus, President

Patty Farmer, Treasurer

Bayram Demirbuga, Secretary

Dr. Richard Potts

ADMINISTRATIVE OFFICIALS

Muhammet Turkey, Executive Director



INDEPENDENT AUDITOR'S REPORT

To the Board of Directors
Read Foundation
Memphis, Tennessee

Report on the Combined Financial Statements

We have audited the accompanying combined financial statements of the governmental activities and the major fund of the Read Foundation as of and for the year ended June 30, 2018, and the related notes to the combined financial statements, which collectively comprise the Read Foundation's basic combined financial statements as listed in the table of contents.

Management's Responsibility for the Combined Financial Statements

Management is responsible for the preparation and fair presentation of these combined financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of combined financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these combined financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the combined financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the combined financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the combined financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the combined financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the combined financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the combined financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and the major fund of the Read Foundation as of June 30, 2018, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and the required supplementary information, as listed in the table of contents, be presented to supplement the basic combined financial statements. Such information, although not a part of the basic combined financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic combined financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the management's discussion and analysis and the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic combined financial statements, and other knowledge we obtained during our audit of the basic combined financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Information

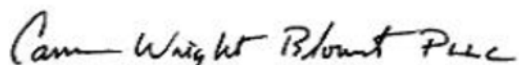
Our audit was conducted for the purpose of forming opinions on the combined financial statements that collectively comprise the Read Foundation's basic combined financial statements. The governance officials schedule, the combining financial statements of the governmental funds, and the schedule of combined expenditures of federal awards and state financial assistance are presented for purposes of additional analysis and are not a required part of the basic combined financial statements.

The combining schedules of the governmental funds and the schedule of combined expenditures of federal awards and state financial assistance are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the basic combined financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic combined financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic combined financial statements or to the basic combined financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the combining financial statements of the governmental funds and the schedule of combined expenditures of federal awards and state financial assistance are fairly stated, in all material respects, in relation to the basic combined financial statements as a whole.

The governance officials schedule has not been subjected to the auditing procedures applied in the audit of the basic combined financial statements and, accordingly, we do not express an opinion or provide any assurance on it.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report, dated November 16, 2018, on our consideration of the Read Foundation's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Read Foundation's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Read Foundation's internal control over financial reporting and compliance.



Memphis, Tennessee
November 16, 2018

The following Management's Discussion and Analysis (MD&A) of the Read Foundation's ("the Foundation") activities and financial performance provides the reader with an introduction and overview to the financial statements of the Foundation for the year ended June 30, 2018. This information should be considered within the context of the accompanying financial statements and note disclosures.

OVERVIEW OF THE FINANCIAL STATEMENTS

Financial Highlights

- The assets of the Read Foundation exceeded its liabilities at the end of the fiscal year by \$3,854,089 (net position).
- The Read Foundation's total net position increased by \$735,376.
- The Read Foundation's total expenses increased by \$1,120,588, primarily due to increase in salaries and for the addition of several new teachers and office expenses.

This financial report consists of a series of financial statements, notes to those statements, and required supplementary information. The statements are organized so that the reader can understand the Read Foundation as a whole and then proceed to a detailed look at specific financial activities of the Read Foundation.

Reporting the Read Foundation as a Whole

The Statement of Net Position and Statement of Activities:

In general, users of these financial statements want to know if the Foundation is better off or worse off as a result of the year's activities. The Statement of Net Position and Statement of Activities report information about the Foundation as a whole and about the Foundation's activities in a manner that helps to answer that question. These statements include all assets and liabilities using the accrual basis of accounting. Under the accrual basis, all of the current year's revenue and expenses are taken into consideration regardless of when cash is received or paid.

The Statement of Net Position reports the Foundation's net position (total assets less total liabilities). Private sector entities would report retained earnings. The Foundation's net position balance at year-end represents available resources for future growth. The Statement of Activities reports the change in net position as a result of activity during the year. Private sector entities have a similar report titled the statement of operations, which reports net income. It provides the user a tool to assist in determining the direction of the Foundation's financial health during the year. Users will want to consider non-financial factors as well as the financial data in arriving at a conclusion regarding the overall health of the Foundation.

Reporting the Read Foundation's Funds

Fund Financial Statements:

The Read Foundation's governmental fund financial statements, the Balance Sheet and the Statement of Revenues, Expenditures, and Changes in Fund Balances, provide detailed information about the Foundation's most significant funds, not the Foundation as a whole. Funds are established by the Foundation to help manage money for particular purposes and compliance with various grant provisions.

The Read Foundation funds are categorized as "governmental funds." Governmental funds focus on how money flows into and out of the funds and the balances left at year-end that are available for spending in future periods. Fund financial statements are reported using an accounting method called "modified accrual" accounting, which measures cash and other financial assets that can readily be converted to cash. This basis of accounting is different from the accrual basis used in the government – wide financial statements to report on the Foundation as a whole. The modified accrual basis of accounting treats capital assets purchased and debt payments as expenses and new debt as income. There is no depreciation expense since the capital assets are expensed when acquired. Capital assets acquired during the current year were \$524,331. The relationship between governmental activities, as reported in the Balance Sheet and the Statement of Revenues, Expenditures, and Changes in Fund Balances is reconciled following the basic financial statements.

FINANCIAL ANALYSIS

A summary of the Read Foundation's financial position for its governmental activities is as follows:

	2018	2017	Increase (Decrease)
Assets and deferred outflows of resources	\$ 5,941,523	\$ 5,334,692	\$ 606,831
Liabilities and deferred inflows of resources	2,087,434	2,215,579	(128,145)
Net position			
Invested in capital assets	2,394,355	2,491,801	(97,446)
Unrestricted	1,459,734	626,912	832,822
Total net position	<u>\$ 3,854,089</u>	<u>\$ 3,118,713</u>	<u>\$ 735,376</u>

A summary of the Read Foundation's operations from governmental activities is as follows:

	2018	2017	Increase (Decrease)
Revenues	\$ 6,105,225	\$ 4,642,451	\$ 1,462,774
Expenses	5,369,849	4,249,261	1,120,588
Change in net position	<u>\$ 735,376</u>	<u>\$ 393,190</u>	<u>\$ 342,186</u>

Revenues

Funding for the Read Foundation comes primarily through the per-pupil allocation from the Shelby County Schools' Board of Education. An analysis of the changes between the current year and prior year governmental activity revenues are as follows:

	2018	2017	Increase (Decrease)
Shelby County Schools	\$ 5,222,408	\$ 4,076,530	\$ 1,145,878
Operating and capital grants and contributions	813,887	462,780	351,107
Other charges for services	68,930	103,141	(34,211)
Total	<u>\$ 6,105,225</u>	<u>\$ 4,642,451</u>	<u>\$ 1,462,774</u>

The variance for the Foundation's per-pupil allocation is due to the increase in the Foundation's enrollment, from an average of 475 students in the prior year to an average of 600 students in the current year plus an increase in the per-pupil allocation from \$8,506 to \$8,707 per-pupil. Federal awards increased due to the Foundation being awarded a Planning and Implementation grant for Memphis School of Excellence Elementary. The Capital Outlay funds are based on student enrollment. Because of the increase in student enrollment in the current year, the Foundation received more capital outlay funding than in the previous year. The Foundation also received \$185,000 from a new capital outlay grant for the purpose of assisting public charter schools in acquiring and improving property to educate students.

Expenses

An analysis of the changes between the current year and prior year governmental activities funds expenses are as follows:

	2018	2017	Increase (Decrease)
Salaries, wages, and benefits			
Instructional	\$ 2,499,440	2,141,182	\$ 358,258
General and administrative	724,507	301,136	423,371
Other instructional	1,717,394	1,406,913	310,481
General and administrative	346,158	356,515	(10,357)
Debt service	82,350	43,515	38,835
Total	\$ 5,369,849	\$ 4,249,261	\$ 1,120,588

The increase in salaries, wages, and benefits and other instructional expenses is due to more teachers and other instructional staff employed during the current year because of the increase in enrollment.

ECONOMIC FACTORS

Significant economic factors affecting the Read Foundation are as follows:

- The amount of State funding received per student for the year. This amount per student can fluctuate from year to year based on total funds available to the State and the number of students enrolled during the school year.
- The continued funding of other programs and grants.
- Inflationary pressure on utility rates, supplies, insurance, and other costs.
- Local labor supply and demand, which can affect salary and wage rates.

REQUEST FOR INFORMATION

This financial report is designed to provide a general overview of the Foundation's finances for all those with an interest in the Foundation. Questions concerning any of the information provided in this report may be addressed to the office of:

Read Foundation
4450 South Mendenhall Road, Suite 1
Memphis, Tennessee 38141
Telephone (901) 367-7814

Basic Combined Financial Statements

Combined Statement of Net Position

June 30, 2018

	Governmental Activities
Assets	
Cash	\$ 1,108,748
Grants receivable	34,113
Prepaid expenses	105,785
Net pension asset	77,606
Non-depreciable capital assets	779,900
Depreciable capital assets, net of accumulated depreciation	3,401,424
Total assets	5,507,576
Deferred outflows of resources - pensions	433,947
Total assets and deferred outflows of resources	5,941,523
Liabilities	
Accounts payable	17,929
Accrued liabilities	73,344
Notes payable - due in one year	89,754
Notes payable - due in more than one year	1,697,215
Total liabilities	1,878,242
Deferred inflows of resources - pensions	209,192
Total liabilities and deferred inflows of resources	2,087,434
Net position	
Net investment in capital assets	2,394,355
Unrestricted	1,459,734
Total net position	\$ 3,854,089

Combined Statement of Activities

For the Year Ended June 30, 2018

Governmental Activities	Total	Functions		
		Instructional and Student Services	General and Administrative	Debt Service
Program expenses:				
Employee compensation	\$3,223,947	\$ 2,499,440	\$ 724,507	\$ -
Office	258,644	-	258,644	-
Depreciation	326,616	313,551	13,065	-
Occupancy	1,166,830	1,120,157	46,673	-
Supplies	110,940	105,349	5,591	-
Staff development	14,184	6,512	7,672	-
Travel	96,458	96,038	420	-
Advertising	8,411	-	8,411	-
Other	81,205	75,523	5,682	-
Student services	264	264	-	-
Interest	82,350	-	-	82,350
Total expenses	5,369,849	4,216,834	1,070,665	82,350
Program revenues:				
Operating grants and contributions	365,887	365,887	-	-
Capital grants and contributions	448,000	448,000	-	-
Charges for services	68,930	68,930	-	-
Total program revenues	882,817	882,817	-	-
Net program expenses	(4,487,032)	<u>\$(3,334,017)</u>	<u>\$ (1,070,665)</u>	<u>\$ (82,350)</u>
General revenues:				
SCS per pupil allocations	5,222,408			
Change in net position	735,376			
Net position - beginning of year	3,118,713			
Net position - end of year	<u>\$3,854,089</u>			

Combined Balance Sheet – Governmental Funds

June 30, 2018

		General Fund
<hr/>		
ASSETS		
Cash		\$ 1,108,748
Grants receivable		34,113
Prepaid expenses		105,785
<hr/>		
Total assets		\$ 1,248,646
<hr/>		
LIABILITIES AND FUND BALANCE		
Liabilities		
Accounts payable		\$ 17,929
Accrued liabilities		73,344
<hr/>		
Total liabilities		91,273
<hr/>		
Fund balance		
Non-spendable		105,785
Unassigned		1,051,588
<hr/>		
Total fund balance		1,157,373
<hr/>		
Total liabilities and fund balance		\$ 1,248,646
<hr/>		

***Reconciliation of the Combined Balance Sheet to the Combined Statement
of Net Position – Governmental Activities***

June 30, 2018

	General Fund
Total governmental fund balance	\$ 1,157,373
Amounts reported for governmental activities in the Statement of Net Position are different because:	
Net pension asset/liability is not carried on the General Fund Balance Sheet	77,606
Long-term debt is not due and payable in the current period and, therefore, is not reported in the general fund	(1,786,969)
Capital assets used in governmental activities are not financial resources and, therefore, are not reported in the funds.	4,181,324
Deferred outflows/inflows related to pensions are not reported in the General Fund Balance Sheet	224,755
Net position of governmental activities	\$ 3,854,089

**Combined Statement of Revenues, Expenditures, and
Changes in Fund Balance – Governmental Fund**

For the Year Ended June 30, 2018

	General Fund
Revenues:	
Shelby County Schools	\$ 5,222,408
Operating grants and contributions	365,887
Capital grants and contributions	448,000
Charges for services	68,930
Total revenues	6,105,225
Expenditures:	
Current:	
Salaries, wages and benefits:	
Instructional	2,550,028
General and administration	779,929
Instructional	1,403,843
General and administration	333,093
Capital outlay:	
Current expenditures	524,331
Debt service:	
Principal payments on notes payable	218,258
Interest	82,350
Total expenditures	5,891,832
Revenues over (under) expenditures	213,393
Other financial sources	
Issuance of notes payable	513,419
Change in fund balance	726,812
Fund balance - beginning of year	430,561
Fund balance - end of year	\$ 1,157,373

**Reconciliation of the Combined Statement of Revenues,
Expenditures, and Changes in Fund Balance of Governmental
Funds to the Combined Statement of Activities**

For the Year Ended June 30, 2018

	General Fund
Net change in fund balance - governmental funds	\$ 726,812
Amounts reported for governmental activities in the Statement of Activities are different because:	
GASB 68 negative pension expense is not reported in the Statement of Revenues, Expenditures, and Changes in Fund Balance	106,010
Repayment of the principal of long-term debt consumes the current financial resources of governmental funds. These transactions do not have an effect on net position	218,258
Issuance of long-term debt provides the current financial resources to governmental funds. These transactions do not have an effect on net position	(513,419)
Capital outlays, reported as expenditures in governmental funds, are shown as capital assets on the Statement of Net Position	524,331
Depreciation expense on capital assets is included only in the governmental activities in the Statement of Activities	(326,616)
Change in net position of governmental activities	\$ 735,376

Note 1 - Summary of Significant Accounting Policies

Reporting Entity

The Read Foundation was formed as a Tennessee non-profit corporation. The Read Foundation (the "Foundation"), is the sponsor of Memphis School of Excellence and Memphis School of Excellence Elementary School. Pursuant to the provisions of the Tennessee Public Charter Schools Act of 2002 (the Act), T.C.A. Section 49-12-101, et seq., Memphis School of Excellence has been approved as a public charter school. Pursuant to the Act, public charter schools are part of the state's public education program offering an alternative means within the public school system for accomplishing necessary outcomes of education. Memphis School of Excellence, through the Read Foundation, as sponsor, entered into a Charter School Agreement with the Board of Education of the Shelby County Schools to operate a charter school in Memphis, Tennessee, for the purpose of operating an alternative school to improve the learning of students with special needs as specified in the Federal Individuals with Disabilities Education Act. The School began classes in September 2010, with grades sixth through ninth. The initial Charter School Agreement expires in October 1, 2020, and is subject to renewal at the discretion of the Board of Education for the Shelby County Schools.

Memphis School of Excellence Elementary School was formed pursuant to the provisions of the Tennessee Public Charter Schools Act of 2002 (the Act), T.C.A. Section 49-12-101, et seq. Memphis School of Excellence Elementary School, through the Read Foundation, as sponsor, entered into a Charter School Agreement with the Board of Education of the Shelby County Schools to operate a charter school in Memphis, Tennessee. Memphis School of Excellence Elementary School began classes in August 2017, with kindergarten through second grade. The initial Charter School Agreement expires on June 30, 2026, and is subject to renewal at the discretion of the Board of Education for the Shelby County Schools.

Measurement focus, basis of accounting and presentation

The Foundation, in accordance with the applicable Governmental Accounting Standards Board (GASB) statement, are considered a special-purpose governmental entity and is not a component unit of another governmental entity. Therefore, the financial statements have been prepared in the same manner as general-purpose governments.

The Foundation's basic financial statements include both government-wide and fund financial statements.

The combined government-wide financial statements (i.e., the combined statements of net position and the combined statements of activities) report information on all the non-fiduciary activities of the primary government. Governmental activities normally are supported by taxes and inter-governmental revenues and are paid to the Foundation through the Board of Education of the Shelby County Schools. The combined government-wide financial statements of the Foundation have been prepared on the accrual basis of accounting. Under the accrual basis, revenues are recognized when earned and expenses are recognized when incurred.

The combined governmental fund financial statements are presented on the modified accrual basis of accounting. Revenues under the modified accrual basis are recognized when measurable and available. Revenues are considered available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, the Foundation considers revenues available if they are collected within 60 days of the end of the current fiscal period. Expenditures generally are recorded when the related liability is incurred, as under accrual accounting.

Combined Government-wide Financial Statements

In the combined government-wide statement of net position, activities are reported on a full accrual, economic resource basis, which recognizes all long-term assets and receivables as well as long-term debt and obligations. The combined statement of net position presents the financial condition of the Foundation at year-end.

GASB regulations require the classification of net position into three components: invested in capital assets, net of related debt; restricted; and unrestricted. These classifications are defined as follows:

Net investment in capital assets – This component of net position consists of capital assets, including restricted capital assets, net of accumulated depreciation and reduced by outstanding balances (if any) of bonds, mortgages, notes or other borrowings that are attributable to the acquisition, construction or improvement of those assets.

If there are significant unspent related debt proceeds at year end, the portion of the debt attributable to the unspent proceeds is not included in the calculation of invested in capital assets, net of related debt. Rather, that portion of the debt is included in the same net position component as the unspent proceeds.

Restricted – This component of net position consists of constraints placed on net position use through external constraints imposed by creditors (such as through debt covenants), contributors or laws or regulations of other governments or constraints imposed by law through constitutional provisions or enabling legislation.

Unrestricted – This component of net position consists of net position that do not meet the definition of restricted or invested in capital assets, net of related debt. When both restricted and unrestricted assets are available for use, it is the Foundation's policy to utilize restricted assets first, then unrestricted assets as needed.

The government-wide statement of activities demonstrates the degree to which the direct expenses of a given function or program is offset by program revenues. Direct expenses are those that are clearly identifiable with a specific function or segment. Program revenues include 1) charges to students for lunches, school supplies, after school care, athletic programs, and other services; 2) grants and contributions that are restricted to meeting the operational or capital requirements of a particular function or segment; and 3) contributions that are generally unrestricted.

The primary sources of the Foundation's revenue is from the following:

Shelby County Schools – the Foundation receives funds from Shelby County Schools (SCS) based on a per-pupil allocation. The Foundation received \$8,707 per-pupil and had an average of 534 students in the High School and 66 students in the Elementary School for the year ended June 30, 2018. The per-pupil allocation received for the year ended June 30, 2018, totaled \$5,222,408 and is included in the Shelby County Schools revenue.

Federal Awards – the Foundation is a recipient of Title I and Planning and Implementation federal grant awards. The Foundation recognizes grant income when it is earned. The Foundation recognized \$365,887 in federal grant revenue for the year ended June 30, 2018. The Foundation also received \$448,000 from the State of Tennessee Capital Outlay Grant, which was disbursed through the Board of Education of the Shelby County Schools.

Contributions – Contributions are recognized as support when they are pledged or received. The Foundation report gifts of cash and other assets as unrestricted support unless they are received with donor stipulations that limit the use of the donated assets.

Governmental Combined Fund Financial Statements

The financial transactions of the Foundation are reported in individual funds in the fund financial statements. Each fund is accounted for by providing a separate set of self-balancing accounts that comprise its assets, liabilities, reserves, fund equity, revenues and expenditures. The Foundation reports the following major governmental fund:

The General Fund is the primary operating fund of the Foundation and accounts for all financial resources of the general government, except those required to be accounted for in another fund, if any.

The governmental funds' focus is upon the determination of financial resources, their balance, sources and use, rather than upon net income. In accordance with the applicable GASB statement, the Foundation classifies governmental fund balances as: non-spendable, restricted, committed, assigned and unassigned based on the level of constraints on the fund balances. When an expenditure is incurred in which both restricted and unrestricted funds are available for use, it is the Foundation's policy to spend restricted funds first, then unrestricted funds. When an expenditure has been incurred for purposes in which multiple categories of unrestricted funds are available, it is the Foundation's policy to spend funds in the following order, committed, then assigned, and lastly unassigned funds. The classifications of fund balances are defined as follows:

Non-spendable – This classification consists of fund balances that cannot be spent because they are either not in spendable form, for example, noncash amounts that are not expected to be converted to cash, or the funds are legally or contractually required to be maintained intact.

Restricted – This classification consists of fund balances with external constraints on use imposed by creditors (such as through debt covenants), contributors or laws or regulations of other governments or constraints imposed by law through constitutional provisions or enabling legislation.

Committed – This classification consists of fund balances that can only be used for specific purposes established by formal action of the Foundation's Board of Directors, its highest level of decision making authority. Such commitments should include contractual obligations of fund assets. Fund balance commitments can only be removed by the same process of the same body employed to previously commit those amounts.

Assigned – This classification consists of all fund balances that are not in the general fund or classified as non-spendable, restricted, or committed. In addition, general fund balances that the Foundation intends to use for specific purposes are classified as assigned. The Foundation gives the authority to assign amounts for specific purposes to the Schools' office manager and personnel under the supervision of the schools' office manager tasked with financial recording responsibilities.

Unassigned – This classification consists of all fund balances in the general fund that are not reported as non-spendable, restricted, committed or assigned.

Other Accounting Policies

Cash and Cash Equivalents

The Foundation consider deposits that can be redeemed on demand and investments that have original maturities of less than three months, when purchased, to be cash equivalents.

Grants Receivable

Grants Receivable represents amounts due from the State of Tennessee for reimbursement of expenses allocated to the Title I and Capital Outlay grants. An allowance for doubtful accounts is maintained based upon collection experience and a review of the collectability of specific outstanding receivables. Receivables are charged against the allowance when they are determined to be uncollectible by management. There is no allowance for doubtful accounts as of June 30, 2018, as management believes all amounts are collectible.

Capital Assets

Capital assets acquired by the Foundation are considered to be owned by the Foundation. However, State funding sources may maintain equitable interest in the capital assets purchased with grant monies as well as the right to determine the use of any proceeds from the sale of these assets. The State's equitable interest is in capital assets with an acquisition cost which equals or exceeds \$5,000 and an estimated useful life of more than one year. The costs of normal maintenance and repairs that do not add to the value of the asset or materially extend assets' lives are not capitalized. Capital assets purchased are stated at cost, if purchased, or the estimated value on the date received, if donated. Depreciation is computed using the straight-line method over the estimated useful lives of the assets and over the term of the lease for leasehold improvements, ranging from 3 to 39 years. The Foundation follows the practice of capitalizing all expenditures for property and equipment items over \$1,500.

Accrued Compensated Absences

No accrual of compensated absences is necessary for the Foundation's faculty/staff because the summer months, during which classes are not in session, are considered employees' vacation. The administrative employees of the Foundation follow the same schedule as the instructors of the charter schools; therefore, no compensated absences accrual for any of the employees of the Foundation is appropriate.

Income Taxes

The Foundation has been determined to be exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code (IRC) as evidenced by a letter of determination dated September 17, 2009. As an exempt corporation, the Foundation must operate in conformity with the IRC in order to maintain its tax-exempt status. The Foundation is also exempt from state income tax. As of June 30, 2018, the following tax years remain open due to the applicable tax authority's ability to review and assess previously issued returns: federal – June 30, 2015, 2016, and 2017.

Pensions (Teacher Legacy Pension Plan; Teacher Retirement Plan; Public Employee Retirement Plan)

For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the above named plans in the Tennessee Consolidated Retirement System (TCRS) and additions to/deductions from the plan's fiduciary net position have been determined on the same basis as they are reported to the TCRS. For this purpose, benefits (including refunds of employee contributions) are recognized when due and payable in accordance with the benefits terms of the pension plans named above. Investments are reported at fair value.

Deferred Outflows / Inflows of Resources

As defined in GASB statement 63, in addition to assets, the statement of financial position will sometimes report a separate section for deferred outflows of resources. This separate financial statement element, *Deferred Outflows of Resources*, represents a consumption of net position that applies to a future period and so will not be recognized as an expense or expenditure until then.

As defined in GASB statement 63, in addition to liabilities, the statement of net position will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, *Deferred Inflows of Resources*, represents an acquisition of net position that applies to a future period and so will not be recognized as revenue until then.

Obligations

In the government-wide financial statements, debt and other obligations are reported as liabilities in the applicable governmental activities and statement of net position.

In the fund financial statements, any obligations secured by capital assets would not be reflected as a liability.

Estimates and Uncertainties

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Concentrations

Approximately 86% of the Foundation's funding during the year ended June 30, 2018, was from the Board of Education of Shelby County Schools for their per-pupil allocation.

Events occurring after reporting date

The Foundation has evaluated subsequent events for potential recognition and disclosure through November 16, 2018, the date that the combined financial statements were approved for issuance.

Note 2 – Deposits with Financial Institutions

At June 30, 2018, the Foundation's carrying amount of deposits was \$1,108,748 and the bank balances totaled \$1,165,341. Accounts at the institution are insured by the Federal Deposit Insurance Company up to an aggregate of \$250,000, therefore, the Foundation maintains its bank accounts at a banking institution that is included as a Collateral Pool Participant, which provides collateral coverage for public funds deposits in excess of \$250,000

Note 3 – Capital Assets

Capital asset activity for the year ended June 30, 2018, was as follows:

	Balance June 30, 2017	Additions	Transfers/ Disposals	Balance June 30, 2018
Non-depreciable capital assets:				
Land	\$ -	\$ -	\$ 779,900	\$ 779,900
Construction in progress	2,564,714	355,116	(2,919,830)	-
Total non-depreciable capital assets	2,564,714	355,116	(2,139,930)	779,900
Depreciable capital assets:				
Leasehold improvements	2,567,332	-	-	2,567,332
Building	-	-	2,139,930	2,139,930
Furniture and equipment	335,278	169,215	-	504,493
Total depreciable capital assets	2,902,610	169,215	2,139,930	5,211,755
Less accumulated depreciation:				
Leasehold improvements	(1,244,079)	(220,266)	-	(1,464,345)
Building	-	(50,297)	-	(50,297)
Furniture and equipment	(239,636)	(56,053)	-	(295,689)
Total accumulated depreciation	(1,483,715)	(326,616)	-	(1,810,331)
Total depreciable capital assets, net	1,418,895	(157,401)	2,139,930	3,401,424
Total capital assets, net	\$ 3,983,609	\$ 197,715	\$ -	\$ 4,181,324

Depreciation expense was \$326,616 for the year ended June 30, 2018. The allocation of this expense is as follows:

Governmental Activities:	
Instructional	\$ 313,551
General and Administrative	13,065
Total depreciation expense - governmental activities	\$ 326,616

Note 4 – Operating Leases

The Foundation leases office and instructional facilities under a lease agreement which will expire July 2020. Rent expenses under this lease totaled \$537,592 for the year ended June 30, 2018. The Foundation also leases certain equipment which will expire between August 2019 and June 2021. Rent expense under these leases totaled \$20,399 for the year ended June 30, 2018.

Future minimum lease payments required under these leases for the years ending June 30 are as follows:

Year Ending June 30:	
2019	\$ 581,713
2020	592,475
2021	56,650
	\$ 1,230,838

Note 5 – Notes payable

The Foundation has a \$1,680,000 non-revolving line of credit with a financial institution for construction. The line has been fully drawn, bears interest at 4.66%, is secured by real estate, and matures on June 21, 2020. At June 30, 2018, the amount outstanding under this non-revolving line of credit was \$1,641,515. The line of credit is payable in monthly principal and interest installments of \$10,774. The Foundation also has a \$61,567 note payable to a financial institution. The note bears interest at 4.55%, is secured by certain equipment, is payable in monthly principal and interest installments of \$1,493, and matures on March 8, 2022. The Foundation also has an \$83,887 promissory note with a financial institution for construction. The note bears interest at 5.10%, is secured by certain equipment, is payable in monthly principal and interest installments of \$1,804, and matures on October 1, 2022.

	Beginning Balance	Additions	Reductions	Ending Balance	Due Within One Year
Notes payable transactions for the year	\$ 1,491,808	\$ 513,419	\$ (218,258)	\$ 1,786,969	\$ 89,754

Principal and interest payments required to maturity for the long-term debt agreements mentioned above for the years ending June 30 are as follows:

	Principal	Interest	Total
2019	\$ 89,754	\$ 79,101	\$ 168,855
2020	1,620,407	77,362	1,697,769
2021	36,618	2,947	39,565
2022	33,638	1,153	34,791
2023	6,552	66	6,618
	<u>\$ 1,786,969</u>	<u>\$ 160,629</u>	<u>\$ 1,947,598</u>

Note 6 – Commitments

On July 1, 2013, the Foundation entered into an educational professional services agreement with Harmony Public School, a Texas-based non-profit organization, to provide management and consulting services, training and providing ongoing professional development to the schools in all areas within the charter school system. The contract is a three year agreement which expired June 30, 2016. The Foundation agreed to pay Harmony Public School an annual fee of \$15,000 per year. As of June 30, 2016, the contract has been extended an additional three years which will expire on June 30, 2019, with all of the above terms and annual fee remaining the same.

On December 31, 2014, the Foundation entered into an educational professional services agreement with Teach for America, a Connecticut-based non-profit organization for recruiting, selecting, training and providing ongoing professional development to teachers within the charter school system. As of June 30, 2018, the contract has been extended an additional two years and will expire on May 31, 2020. The revised terms to the extended agreement are the Foundation agrees to hire a minimum of six (6) teachers from the Teach for America program for the academic years ending 2018, 2019, and 2020 and pay Teach for America an annual fee of \$5,000 per teacher for each year the teachers are employed. The Foundation paid \$65,000 under this agreement for the year ended June 30, 2018.

Note 7 - Teacher Legacy Pension Plan

General Information about the Pension Plan

Plan description. Teachers with membership in the Tennessee Consolidated Retirement System (TCRS) before July 1, 2014 of the Foundation are provided with pensions through the Teacher Legacy Pension Plan, a cost sharing multiple-employer pension plan administered by the TCRS. The Teacher Legacy Pension Plan closed

to new membership on June 30, 2014, but will continue providing benefits to existing members and retirees. Beginning July 1, 2014, the Teacher Retirement Plan became effective for teachers employed by the Foundation after June 30, 2014. The Teacher Retirement Plan is a separate cost-sharing, multiple-employer defined benefit plan. The TCRS was created by state statute under Tennessee Code Annotated Title 8, Chapters 34-37. The TCRS Board of Trustees is responsible for the proper operation and administration of all employer pension plans in the TCRS. The Tennessee Treasury Department, an agency in the legislative branch of state government, administers the plans of the TCRS. The TCRS issues a publically available financial report that can be obtained at www.treasury.tn.gov/tcrs.

Benefits provided. Tennessee Code Annotated Title 8, Chapters 34-37 establishes the benefit terms and can be amended only by the Tennessee General Assembly. Members of the Teacher Legacy Pension Plan are eligible to retire with an unreduced benefit at age 60 with 5 years of service credit or after 30 years of service credit regardless of age. Benefits are determined by a formula using the member's highest five consecutive year average compensation and the member's years of service credit. A reduced early retirement benefit is available at age 55 and vested. Members are vested with five years of service credit. Service related disability benefits are provided regardless of length of service. Five years of service is required for non-service related disability eligibility. The service related and non-service related disability benefits are determined in the same manner as a service retirement benefit but are reduced 10 percent and include projected service credits. A variety of death benefits are available under various eligibility criteria. Member and beneficiary annuitants are entitled to automatic cost of living adjustments (COLAs) after retirement. A COLA is granted each July for annuitants retired prior to the 2nd of July of the previous year. The COLA is based on the change in the consumer price index (CPI) during the prior calendar year, capped at 3 percent, and applied to the current benefit. No COLA is granted if the change in the CPI is less than one-half percent. A one percent COLA is granted if the CPI change is between one-half percent and one percent. A member who leaves employment may withdraw their employee contributions, plus any accumulated interest. Under the Teacher Legacy Pension Plan, benefit terms and conditions, including COLAs, can be adjusted on a prospective basis. Moreover, there are defined cost controls and unfunded liability controls that provide for the adjustment of benefit terms and conditions on an automatic basis.

Contributions. Contributions for teachers are established in the statutes governing the TCRS and may only be changed by the Tennessee General Assembly. Teachers contribute 5 percent of salary. The Foundation makes employer contributions at the rate set by the Board of Trustees as determined by an actuarial valuation. By law, employer contributions for the Teacher Legacy Pension Plan are required to be paid. TCRS may intercept the state shared taxes of the sponsoring governmental entity of the Foundation if the required employer contributions are not remitted. Employer contributions by the Foundation for the year ended June 30, 2018, to the Teacher Legacy Pension Plan were \$91,330 which is 9.08 percent of covered payroll. The employer rate, when combined with member contributions, is expected to finance the costs of benefits earned by members during the year, the cost of administration, as well as an amortized portion of any unfunded liability.

Pension Liabilities (Assets), Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

Pension liabilities (assets). At June 30, 2018, the Foundation reported a liability (asset) of (\$7,511) for its proportionate share of net pension liability (asset). The net pension liability (asset) was measured as of June 30, 2017, and the total pension liability used to calculate the net pension liability (asset) was determined by an actuarial value as of that date. The Foundation's proportion of the net pension liability was based on the Foundation's share of contributions to the pension plan relative to the contributions of all participating LEAs. At the measurement date of June 30, 2017, the Foundation's proportion was 0.022962 percent. The proportion measured as of June 30, 2016, was 0.021745 percent.

Pension expense (negative pension expense). For the year ended June 30, 2018, the Foundation recognized pension expense (negative pension expense) of \$52,169.

Notes to the Financial Statements

June 30, 2018

Deferred outflows of resources and deferred inflows of resources. For the year ended June 30, 2018, the Foundation reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual experience	\$ 4,529	\$ 155,105
Changes in assumptions	63,629	-
Net difference between projected and actual earnings on pension plan investments	1,140	-
Changes in proportion of Net Pension Liability (Asset)	180,664	32,866
Read Foundation's contributions subsequent to the measurement date of June 30, 2017	91,330	(not applicable)
Total	\$ 341,292	\$ 187,971

The Foundation's employer contributions of \$91,330, reported as pension related deferred outflows of resources subsequent to the measurement date, will be recognized as an increase in net pension liability (asset) in the year ended June 30, 2019. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year Ended June 30:	
2019	\$ (1,677)
2020	75,181
2021	32,720
2022	(44,233)
2023	-
Thereafter	-

In the table above, positive amounts will increase pension expense, while negative amounts will decrease pension expense.

Actuarial assumptions. The total pension liability in the June 30, 2017, actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	2.5 percent
Salary increases	Graded salary ranges from 8.75 to 3.45 percent based on age, including inflation, averaging 4.00 percent
Investment rate of return	7.25 percent, net of pension plan investment expenses, including inflation
Cost-of Living Adjustment	2.25 percent

Mortality rates were based on actual experience including an adjustment for some anticipated improvement.

The actuarial assumptions used in the June 30, 2017, actuarial valuation were based on the results of an actuarial experience study performed for the period July 1, 2012 through June 30, 2016. The demographic assumptions were adjusted to more closely reflect actual and expected future experience.

Changes of assumptions. In 2017, the following assumptions were changed: decreased inflation rate from 3.00 percent to 2.50 percent; decreased the investment rate of return from 7.50 percent to 7.25 percent; decreased the cost-of-living adjustment from 2.50 percent to 2.25 percent; decreased salary growth graded ranges from an average of 4.25 percent to an average of 4.00 percent; and modified mortality assumptions.

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees in conjunction with the June 30, 2016 actuarial experience study. A blend of future capital market projections and historical market returns was used in a building-block method in which a best-estimate of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) is developed for each major asset class. These best-estimates are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation of 2.5 percent. The best-estimates of geometric real rates of return and the TCRS investment policy target asset allocation for each major asset class are summarized in the following table:

Asset Class	Long-Term Expected Real Rate of Return	Target Allocation
U.S. equity	5.69%	31%
Developed market international equity	5.29%	14%
Emerging market international equity	6.36%	4%
Private equity and strategic lending	5.79%	20%
U.S. fixed income	2.01%	20%
Real estate	4.32%	10%
Short-term investments	0.00%	1%
		100%

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees as 7.25 percent based on a blending of the factors described above.

Discount rate. The discount rate used to measure the total pension liability was 7.25 percent. The projection of cash flows used to determine the discount rate assumed that employee contributions will be made at the current rate and that contributions from all LEAs will be made at the actuarially determined contribution rate pursuant to an actuarial valuation in accordance with the funding policy of the TCRS Board of Trustees and as required to be paid by state statute. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make projected future benefit payments of current active and inactive members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the proportionate share of net pension liability (asset) to changes in the discount rate. The following presents the Foundation's proportionate share of the net pension liability (asset) calculated using the discount rate of 7.25 percent, as well as what the Foundation's proportionate share of the net pension liability (asset) would be if it were calculated using a discount rate that is 1-percentage-point lower (6.25 percent) or 1-percentage-point higher (8.25 percent) than the current rate:

	1% Decrease (6.25%)	Current Discount Rate (7.25%)	1% Increase (8.25%)
Read Foundation's proportionate share of the net pension liability (asset)	\$ 674,115	\$ (7,511)	\$ (570,923)

Pension plan fiduciary net position. Detailed information about the pension plan's fiduciary net position is available in a separately issued TCRS financial report.

Payable to the Pension Plan

At June 30, 2018, the Foundation reported a payable of \$41,850 for the outstanding amount of contributions to the pension plan required at the year ended June 30, 2018.

Note 8 – Non-Teacher Retirement Plan

General Information about the Pension Plan

Plan description. Employees of the Foundation are provided a defined benefit pension plan through the Public Employee Retirement Plan, an agent multiple-employer pension plan administered by the TCRS. The TCRS was created by state statute under Tennessee Code Annotated Title 8, Chapters 34-37. The TCRS Board of Trustees is responsible for the proper operation and administration of the TCRS. The Tennessee Treasury Department, an agency in the legislative branch of state government, administers the plans of the TCRS. The TCRS issues a publically available financial report that can be obtained at www.treasury.tn.gov/tcrs.

Benefits provided. Tennessee Code Annotated Title 8, Chapters 34-37 establishes the benefit terms and can be amended only by the Tennessee General Assembly. The chief legislative body may adopt the benefit terms permitted by statute. Members are eligible to retire with an unreduced benefit at age 60 with 5 years of service credit or after 30 years of service credit regardless of age. Benefits are determined by a formula using the member's highest five consecutive year average compensation and the member's years of service credit. Reduced benefits for early retirement are available at age 55 and vested. Members vest with five years of service credit. Service related disability benefits are provided regardless of length of service. Five years of service is required for non-service related disability eligibility. The service related and non-service related disability benefits are determined in the same manner as a service retirement benefit but are reduced 10 percent and include projected service credits. A variety of death benefits are available under various eligibility criteria.

Member and beneficiary annuitants are entitled to automatic cost of living adjustments (COLAs) after retirement. A COLA is granted each July for annuitants retired prior to the 2nd of July of the previous year. The COLA is based on the change in the consumer price index (CPI) during the prior calendar year, capped at 3 percent, and applied to the current benefit. No COLA is granted if the change in the CPI is less than one-half percent. A one percent COLA is granted if the CPI change is between one-half percent and one percent. A member who leaves employment may withdraw their employee contributions, plus any accumulated interest.

Employees covered by benefit terms. At the measurement date of June 30, 2017, the following employees were covered by benefit terms:

Inactive employees or beneficiaries currently receiving benefits	4,452
Inactive employees entitled to but not yet receiving benefits	7,154
Active employees	<u>3,921</u>
Total Employees	<u>15,527</u>

Contributions. Contributions for employees are established in the statutes governing the TCRS and may only be changed by the Tennessee General Assembly. Employees contribute 5 percent of salary. The Foundation makes employer contributions at the rate set by the Board of Trustees as determined by an actuarial valuation. For the year ended June 30, 2018, the employer contributions for the Foundation were \$16,182 based on a rate of 7.00 percent of covered payroll. By law, employer contributions are required to be paid. The TCRS may intercept the Foundation's state shared taxes if required employer contributions are not remitted. The employer's ADC and member contributions are expected to finance the costs of benefits earned by members during the year, the cost of administration, as well as an amortized portion of any unfunded liability.

Net Pension Liability (Asset)

The Foundation's net pension liability (asset) was measured as of June 30, 2017, and the total pension liability used to calculate net pension liability (asset) was determined by an actuarial valuation as of that date.

Actuarial assumptions. The total pension liability in the June 30, 2017, actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	2.5 percent
Salary increases	Graded salary ranges from 8.75 to 3.45 percent based on age, including inflation, averaging 4.00 percent
Investment rate of return	7.25 percent, net of pension plan investment expenses, including inflation
Cost-of Living Adjustment	2.25 percent

Mortality rates were based on actual experience including an adjustment for some anticipated improvements.

The actuarial assumptions used in the June 30, 2017, actuarial valuation were based on the results of an actuarial experience study performed for the period July 1, 2012 through June 30, 2016. The demographic assumptions were adjusted to more closely reflect actual and expected future experience.

Changes in assumptions. In 2017, the following assumptions were changed: decreased inflation rate from 3.00 percent to 2.50 percent; decreased the investment rate of return from 7.50 percent to 7.25 percent; decreased the cost-of-living adjustment from 2.50 percent to 2.25 percent; decreased salary growth graded ranges from an average of 4.25 percent to an average of 4.00 percent; and modified mortality assumptions.

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees in conjunction with the June 30, 2016 actuarial experience study. A blend of future capital market projections and historical market returns was used in a building-block method in which a best-estimate of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) is developed for each major asset class. These best-estimates are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation of 2.5 percent. The best-estimates of geometric real rates of return and the TCRS investment policy target asset allocation for each major asset class are summarized in the following table:

Asset Class	Long-Term Expected	
	Real Rate of Return	Target Allocation
U.S. equity	5.69%	31%
Developed market international equity	5.29%	14%
Emerging market international equity	6.36%	4%
Private equity and strategic lending	5.79%	20%
U.S. fixed income	2.01%	20%
Real estate	4.32%	10%
Short-term investments	0.00%	1%
		<hr/> 100%

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees as 7.25 percent based on a blending of the three factors described above.

Discount rate. The discount rate used to measure the total pension liability was 7.25 percent. The projection of cash flows used to determine the discount rate assumed that employee contributions will be made at the current rate and that contributions from all LEAs will be made at the actuarially determined contribution rate pursuant to an actuarial valuation in accordance with the funding policy of the TCRS Board of Trustees and as required to be paid by state statute. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make projected future benefit payments of current active and inactive members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Changes in the Net Pension Liability (Asset)

	Increase (Decrease)		
	Total Pension Liability	Plan Fiduciary Net Position	Net Pension Liability (Asset)
	(a)	(b)	(a) - (b)
Balance at 6/30/16	\$ 406,732	\$ 426,624	\$ (19,892)
Changes for the year:			
Service cost	8,265	-	8,265
Interest	30,174	-	30,174
Differences between expected and actual experience	2,182	-	2,182
Changes in assumptions	9,001	-	9,001
Contributions - employer	-	8,583	(8,583)
Contributions - employees	-	4,635	(4,635)
Net investment income	-	47,649	(47,649)
Benefit payments, including refunds of employee contributions	(25,347)	(25,347)	-
Administrative expense	-	(197)	197
Other changes	-	62	(62)
Net changes	24,275	35,385	(11,110)
Balance at 6/30/17	\$ 431,007	\$ 462,009	\$ (31,002)

Sensitivity of the net pension liability (asset) to changes in the discount rate. The following presents the net pension liability (asset) of the Foundation calculated using the discount rate of 7.25 percent, as well as what the net pension liability (asset) would be if it were calculated using a discount rate that is 1-percentage-point lower (6.25 percent) or 1-percentage-point higher (8.25 percent) than the current rate:

	1% Decrease (6.25%)	Current Discount Rate (7.25%)	1% Increase (8.25%)
Read Foundation's proportionate share of the net pension liability (asset)	\$ 20,379	\$ (31,002)	\$ (73,914)

Pension Expense (Negative Pension Expense) and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

Pension expense (negative pension expense). For the year ended June 30, 2018, the Foundation recognized pension expense (negative pension expense) of (\$3,867).

Notes to the Financial Statements

June 30, 2018

Deferred outflows of resources and deferred inflows of resources. For the year ended June 30, 2018, the Foundation reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual experience	\$ 1,746	\$ 14,783
Net difference between projected and actual earnings on pension plan investments	18	-
Changes in assumptions	7,201	-
Contributions subsequent to the measurement date of June 30, 2017	16,182	(not applicable)
Total	\$ 25,147	\$ 14,783

The amount shown above for "Contributions subsequent to the measurement date of June 30, 2017," will be recognized as a reduction (increase) to net pension liability (asset) in the following measurement period.

Amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year Ended June 30:	
2019	\$ (6,270)
2020	505
2021	932
2022	(986)
2023	-
Thereafter	-

In the table above, positive amounts will increase pension expense, while negative amounts will decrease pension expense.

Payable to the Pension Plan

At June 30, 2018, the Foundation reported a payable of \$3,053 for the outstanding amount of contributions to the pension plan required at the year ended June 30, 2018.

Note 9 – Teacher Retirement Plan (After June 30, 2014)**General Information about the Pension Plan**

Plan description. Teachers with membership in the Tennessee Consolidated Retirement System (TCRS) before July 1, 2014, of the Foundation are provided with pensions through the Teacher Retirement Plan, a cost sharing multiple-employer pension plan administered by the TCRS. The Teacher Legacy Pension Plan closed to new membership on June 30, 2014, but will continue providing benefits to members and retirees. Beginning July 1, 2014, the Teacher Retirement Plan became effective for teachers employed by the Foundation after June 30, 2014. The Teacher Retirement Plan is a separate cost sharing, multiple-employer defined benefit plan. The TCRS was created by state statute under Tennessee Code Annotated Title 8, Chapters 34-37. The TCRS Board of Trustees is responsible for the proper operation and administration of all employer pension plans in the TCRS. The Tennessee Treasury Department, an agency in the legislative branch of state government, administers the plans of the TCRS. The TCRS issues a publically available financial report that can be obtained at www.treasury.tn.gov/tcrs.

Benefits provided. Tennessee Code Annotated Title 8, Chapters 34-37 establishes the benefit terms and can be amended only by the Tennessee General Assembly. Members of the Teacher Retirement Plan are eligible to retire with an unreduced benefit at age 65 with 5 years of service credit or pursuant to the rule of 90 in which the member's age and service credit total 90. Benefits are determined by a formula using the member's highest five consecutive year average compensation and the member's years of service credit. A reduced early retirement benefit is available at age 60 and vested or pursuant to the rule of 80. Members are vested with five years of service credit. Service related disability benefits are provided regardless of length of service. Five years of service is required for non-service related disability eligibility. The service related and non-service related disability benefits are determined in the same manner as a service retirement benefit but are reduced 10 percent and include projected service credits. A variety of death benefits are available under various eligibility criteria. Member and beneficiary annuitants are entitled to automatic cost of living adjustments (COLAs) after retirement. A COLA is granted each July for annuitants retired prior to the 2nd of July of the previous year. The COLA is based on the change in the consumer price index (CPI) during the prior calendar year, capped at 3 percent, and applied to the current benefit. No COLA is granted if the change in the CPI is less than one-half percent. A one percent COLA is granted if the CPI change is between one-half percent and one percent. A member who leaves employment may withdraw their employee contributions, plus any accumulated interest. Under the Teacher Retirement Plan, benefit terms and conditions, including COLAs, can be adjusted on a prospective basis. Moreover, there are defined cost controls and unfunded liability controls that provide for the adjustment of benefit terms and conditions on an automatic basis.

Contributions. Contributions for teachers are established in the statutes governing the TCRS and may only be changed by the Tennessee General Assembly or by automatic cost controls set out in law. Teachers contribute 5 percent of salary. The Foundation makes employer contributions at the rate set by the Board of Trustees as determined by an actuarial valuation. Per the statutory provisions governing the TCRS, the employer contribution rate cannot be less than 4 percent, except for in years when the maximum funded level, approved by the TCRS Board of Trustees, is reached. By law, employer contributions for the Teacher Retirement Plan are required to be paid. The TCRS may intercept the state shared taxes of the sponsoring governmental entity of the Foundation if the required employer contributions are not remitted. Employer contributions by the Foundation for the year ended June 30, 2018, to the Teacher Retirement Plan were \$58,120 which is 4.00 percent of covered payroll. The employer rate, when combined with member contributions, is expected to finance the costs of benefits earned by members during the year, the cost of administration, as well as an amortized portion of any unfunded liability.

Pension Liabilities (Assets), Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

Pension liabilities (assets). At June 30, 2018, the Foundation reported a liability (asset) of (\$39,093) for its proportionate share of net pension liability (asset). The net pension liability (asset) was measured as of June 30, 2017, and the total pension asset used to calculate the net pension liability (asset) was determined by an actuarial value as of that date. The Foundation's proportion of the net pension liability (asset) was based on The

Foundation's share of contributions to the pension plan relative to the contributions of all participating LEAs. At the measurement date of June 30, 2017, the Foundation's proportion was 0.148179 percent. The proportion measured as of June 30, 2016, was 0.189570 percent.

Pension expense (negative pension expense). For the year ended June 30, 2018, the Foundation recognized pension expense (negative pension expense) of \$17,940.

Deferred outflows of resources and deferred inflows of resources. For the year ended June 30, 2018, the Foundation reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual experience	\$ 1,370	\$ 2,940
Net difference between projected and actual earnings on pension plan investments	-	2,104
Changes in assumptions	3,435	-
Changes in proportion of Net Pension Liability (Asset)	4,583	1,394
Read Foundation's contributions subsequent to the measurement date of June 30, 2017	58,120	(not applicable)
Total	\$ 67,508	\$ 6,438

The Foundation's employer contributions of \$58,120, reported as pension related deferred outflows of resources, subsequent to the measurement date, will be recognized as an increase of net pension liability (assets) in the year ended June 30, 2019. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year Ended June 30:	
2019	\$ 21
2020	21
2021	(100)
2022	(641)
2023	351
Thereafter	3,298

In the table above, positive amounts will increase pension expense, while negative amounts will decrease pension expense.

Actuarial assumptions. The total pension liability in the June 30, 2017, actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	2.5 percent
Salary increases	Graded salary ranges from 8.75 to 3.45 percent based on age, including inflation, averaging 4.00 percent
Investment rate of return	7.25 percent, net of pension plan investment expenses, including inflation
Cost-of Living Adjustment	2.25 percent

Mortality rates are customized based on actual experience including an adjustment for some anticipated improvement.

The actuarial assumptions used in the June 30, 2016, actuarial valuation were based on the results of an actuarial experience study performed for the period July 1, 2012 through June 30, 2016. The demographic assumptions were adjusted to more closely reflect actual and expected future experience.

Changes of assumptions. In 2017, the following assumptions were changed: decreased inflation rate from 3.00 percent to 2.50 percent; decreased the investment rate of return from 7.50 percent to 7.25 percent; decreased the cost-of-living adjustment from 2.50 percent to 2.25 percent; and decreased salary growth graded ranges from an average 4.25 percent to an average of 4.00 percent.

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees in conjunction with the June 30, 2016 actuarial experience study. A blend of future capital market projections and historical market returns was used in a building-block method in which a best-estimate of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) is developed for each major asset class. These best-estimates are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation of 2.5 percent. The best-estimates of geometric real rates of return and the TCRS investment policy target asset allocation for each major asset class are summarized in the following table:

Asset Class	Long-Term Expected Real Rate of Return	Target Allocation
U.S. equity	5.69%	31%
Developed market international equity	5.29%	14%
Emerging market international equity	6.36%	4%
Private equity and strategic lending	5.79%	20%
U.S. fixed income	2.01%	20%
Real estate	4.32%	10%
Short-term investments	0.00%	1%
		<hr/> 100%

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees as 7.25 percent based on a blending of the three factors described above.

Discount rate. The discount rate used to measure the total pension liability was 7.25 percent. The projection of cash flows used to determine the discount rate assumed that employee contributions will be made at the current rate and that contributions from all LEAs will be made at the actuarially determined contribution rate pursuant to an actuarial valuation in accordance with the funding policy of the TCRS Board of Trustees and as required to be paid by state statute. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make projected future benefit payments of current active and inactive members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the proportionate share of net pension liability (asset) to changes in the discount rate. The following presents the Foundation's proportionate share of the net pension liability (asset) calculated using the discount rate of 7.25 percent, as well as what the Foundation's proportionate share of the net pension liability (asset) would be if it were calculated using a discount rate that is 1-percentage-point lower (6.25 percent) or 1-percentage-point higher (8.25 percent) than the current rate:

	1% Decrease (6.25%)	Current Discount Rate (7.25%)	1% Increase (8.25%)
Read Foundation's proportionate share of the net pension liability (asset)	\$ 7,800	\$ (39,093)	\$ (73,493)

Pension plan fiduciary net position. Detailed information about the pension plan's fiduciary net position is available in a separately issued TCRS financial report.

Payable to the Pension Plan

At June 30, 2018, the Foundation reported a payable of \$6,691 for the outstanding amount of contributions to the pension plan required at the year ended June 30, 2018.

401(k) Plan

The Teacher Retirement Plan provides a combination of a defined benefit plan and a defined contribution plan. The defined benefit portion of the Teacher Retirement Plan is managed by TCRS. The defined contribution assets are deposited into the State's 401(k) plan where the employees manage the investments within the 401(k) plan. Contributions are made on a tax-deferred basis. Employer contributions by the Foundation for the year ended June 30, 2018, to the 401(k) plan were \$72,650 which is 5 percent of covered payroll.

Note 10 – Reconciliation of Net Pension Assets and Liabilities at June 30, 2018

	Net Pension Asset	Deferred Outflows of Resources	Net Pension Liability	Deferred Inflows of Resources
Teacher Legacy Pension Plan	\$ 7,511	\$ 341,292	\$ -	\$ 187,971
Non-Teacher Retirement Plan	31,002	25,147	-	14,783
Teacher Retirement Plan (After June 30, 2014)	39,093	67,508	-	6,438
Total assets and liabilities	<u>\$ 77,606</u>	<u>\$ 433,947</u>	<u>\$ -</u>	<u>\$ 209,192</u>

Note 11 – Risk Management

The Foundation is exposed to the normal risks of loss related to torts; theft or damage to, and destruction of assets; errors and omissions; injuries to employees; and natural disasters. The Foundation's policy is to minimize these risks through the purchase of commercial insurance. Settled claims have not exceeded the commercial insurance coverage in the past three years.

Required Supplementary Information

Schedule of Proportionate Share of the Net Pension Liability (Asset)*
Teacher Legacy Pension Plan of the TCRS
 Last Fiscal Year Ended June 30

	2017	2016	2015	2014
Memphis School of Excellence's proportion of the net pension liability (asset)	\$ (7,511)	\$ 135,893	\$ -	\$ 5,648
Memphis School of Excellence's proportionate share of the net pension liability (asset)	0.022962%	0.021745%	0.000000%	0.034755%
Memphis School of Excellence's covered payroll	\$ 811,701	\$ 784,941	\$ -	\$ 1,364,143
Memphis School of Excellence's proportionate share of the net pension liability (asset) as a percentage of its covered payroll	-0.93%	17.31%	0.00%	0.41%
Plan fiduciary net position as a percentage of the total pension liability	100.14%	97.14%	0.00%	100.08%

* GASB 68 requires a 10-year schedule for this data to be presented starting *with the implementation of GASB 68*. The information in this schedule is not required to be presented retroactively prior to the implementation date. Please refer to previously supplied data from the TCRS GASB website for prior year's data, if needed.

Schedule of Contributions
Teacher Legacy Pension Plan of the TCRS
 Last Fiscal Year Ended June 30

	2018	2017	2016	2015	2014
Contractually required	\$ 91,330	\$ 73,378	\$ 70,959	\$ 91,917	\$ 121,136
Contribution in relation to the contractually required contribution	91,330	73,378	70,959	91,917	121,136
Contribution deficiency (excess)	\$ -	\$ -	\$ -	\$ -	\$ -
Memphis School of Excellence's covered payroll	\$ 1,005,837	\$ 811,704	\$ 784,941	\$ 1,016,779	\$ 1,364,144
Contributions as a percentage of Memphis School of Excellence's covered payroll	9.08%	9.04%	9.04%	9.04%	8.88%

* GASB 68 requires a 10-year schedule for this data to be presented starting *with the implementation of GASB 68*. The information in this schedule is not required to be presented retroactively prior to the implementation date. Please refer to previously supplied data from the TCRS GASB website for prior year's data, if needed.

Required Supplementary Information

June 30, 2018

Schedule of Changes in Net Pension Liability (Asset) and Related Ratios*
Based on Participation in the Public Employee Pension Plan of the TCRS – Non Teacher
 Last Fiscal Year Ending June 30

	2017	2016	2015	2014
Total pension liability				
Service cost	\$ 8,265	\$ 5,620	\$ 5,728	\$ 8,757
Interest	30,174	19,995	19,398	24,997
Changes in benefit terms	-	-	-	-
Differences between actual & expected experience	2,182	(7,217)	(412)	(20,101)
Change of assumptions	9,001	-	-	-
Benefit payments, including refunds of employee contributions	(25,347)	(16,445)	(16,860)	(22,997)
Net change in total pension liability	24,275	1,953	7,854	(9,344)
Total pension liability - beginning	406,732	269,202	261,347	336,028
Total pension liability - ending (a)	<u>\$ 431,007</u>	<u>\$ 271,155</u>	<u>\$ 269,201</u>	<u>\$ 326,684</u>
Plan fiduciary net position				
Contributions - employer	\$ 8,583	\$ 5,405	\$ 5,289	\$ 7,579
Contributions - employee	4,635	2,917	2,853	4,241
Net investment income	47,649	7,455	8,653	51,507
Benefit payments, including refunds of employee contributions	(25,347)	(16,445)	(16,860)	(22,997)
Administrative expense	(197)	(115)	(77)	(106)
Other	61	386	-	-
Net change in plan fiduciary net position	35,384	(397)	(142)	40,224
Plan fiduciary net position - beginning	426,624	284,814	284,956	315,972
Plan fiduciary net position - ending (b)	<u>\$ 462,008</u>	<u>\$ 284,417</u>	<u>\$ 284,814</u>	<u>\$ 356,196</u>
Net Pension Liability (Asset) - ending (a) - (b)	<u>\$ (31,001)</u>	<u>\$ (13,262)</u>	<u>\$ (15,613)</u>	<u>\$ (29,512)</u>
Plan fiduciary net position as a percentage of total pension liability	107.19%	104.89%	105.80%	109.03%
Covered payroll	\$ 92,489	\$ 58,527	\$ 53,898	\$ 84,344
Net pension liability (asset) as a percentage of covered payroll	-33.52%	-22.66%	28.97%	34.99%

Required Supplementary Information**June 30, 2018**Notes to Schedule:

Changes of assumptions. In 2017, amounts reported as changes of assumptions resulted from changes to the inflation rate, investment rate of return, cost-of-living adjustment, salary growth and mortality improvements.

** GASB 68 requires a 10-year schedule for this data to be presented starting *with the implementation of GASB 68*. The information in this schedule is not required to be presented retroactively prior to the implementation date. Please refer to previously supplied data from TCRS GASB website for prior years' data, if needed.

Schedule of Contributions*
Based Upon Participation in the Public Employee Pension Plan of the TCRS – Non Teacher
 Last Fiscal Year Ending June 30

	2018	2017	2016	2015	2014
Actuarially determined contribution	\$ 16,182	\$ 8,583	\$ 5,405	\$ 4,038	\$ 7,579
Contributions in relation to the actuarially determined contribution	16,182	8,583	5,405	4,038	7,579
Contribution deficiency (excess)	\$ -	\$ -	\$ -	\$ -	\$ -
Covered payroll	\$ 231,171	\$ 92,489	\$ 58,527	\$ 43,560	\$ 84,344
Contributions as a percentage of covered payroll	7.00%	9.28%	9.24%	9.27%	8.99%

* GASB 68 requires a 10-year schedule for this data to be presented starting *with the implementation of GASB 68*. The information in this schedule is not required to be presented retroactively prior to the implementation date. Please refer to previously supplied data from the TCRS GASB website for prior year's data, if needed.

Notes to Schedule

Valuation date: Actuarially determined contribution rates for fiscal year 2018 were calculated based on June 30, 2017, actuarial valuation.

Methods and assumptions used to determine contribution rates:

Actuarial cost method	Entry age normal
Amortization method	Level dollar, closed (not to exceed 20 years)
Remaining amortization period	Varies by Year
Asset valuation	10-year smoothed within a 20 percent corridor to market value
Inflation	3.0 percent
Salary increases	Graded salary ranges from 8.97 to 3.71 percent based on age, including inflation
Investment Rate of Return	7.50 percent, net of investment expense, including inflation
Retirement age	Pattern of retirement determined by experience study
Mortality	Customized table based on actual experience including an adjustment for some anticipated improvement
Cost of Living Adjustments	2.50 percent

Schedule of Proportionate Share of the Net Pension Liability (Asset)*
Teacher Retirement Plan of the TCRS
 Last Fiscal Year Ended June 30

	2017	2016	2015	2014
Memphis School of Excellence's proportion of the net pension liability (asset)	0.148179%	0.189570%	0.000000%	0.000000%
Memphis School of Excellence's proportionate share of the net pension liability (asset)	\$ (39,093)	\$ (19,735)	\$ -	\$ -
Memphis School of Excellence's covered payroll	\$1,001,284	\$ 834,118	\$ -	\$ -
Memphis School of Excellence's proportionate share of the net pension liability (asset) as a percentage of its covered payroll	-3.90%	-2.37%	0.00%	0.00%
Plan fiduciary net position as a percentage of the total pension liability	126.81%	121.88%	0.00%	0.00%

* GASB 68 requires a 10-year schedule for this data to be presented starting *with the implementation of GASB 68*. The information in this schedule is not required to be presented retroactively prior to the implementation date. Please refer to previously supplied data from the TCRS GASB website for prior year's data, if needed.

Schedule of Contributions
Teacher Retirement Plan of the TCRS
 Last Fiscal Year Ended June 30

	2018	2017	2016	2015	2014
Contractually required contribution	\$ 58,120	\$ 38,902	\$ 20,880	\$ 287	\$ -
Contribution in relation to the contractually required contribution	58,120	38,902	33,365	11,486	-
Contribution deficiency (excess)	\$ -	\$ -	\$ (12,485)	\$ (11,199)	\$ -
Memphis School of Excellence's covered payroll	\$ 1,453,000	\$ 1,001,284	\$ 834,118	\$ 287,166	\$ -
Contributions as a percentage of Memphis School of Excellence's covered payroll	4.00%	3.89%	4.00%	4.00%	0.00%

* GASB 68 requires a 10-year schedule for this data to be presented starting *with the implementation of GASB 68*. The information in this schedule is not required to be presented retroactively prior to the implementation date. Please refer to previously supplied data from the TCRS GASB website for prior year's data, if needed.

Other Supplementary Information

Combining Schedule of Assets, Liabilities, and Fund Balances – Governmental Funds

June 30, 2018

	Governmental Activities			
	Memphis School of Excellence	Memphis School of Excellence Elementary School	Elimination	TOTAL
ASSETS				
Cash	\$ 837,865	\$ 270,883	\$ -	\$ 1,108,748
Grants receivable	34,113	-	-	34,113
Prepaid expenses	105,785	-	-	105,785
TOTAL ASSETS	\$ 977,763	\$ 270,883	\$ -	\$ 1,248,646
LIABILITIES				
Accounts payable	\$ 17,929	\$ -	\$ -	\$ 17,929
Accrued liabilities	73,344	-	-	73,344
TOTAL LIABILITIES	91,273	-	-	91,273
FUND BALANCE				
Non-spendable	105,785	-	-	105,785
Unassigned	780,705	270,883	-	1,051,588
TOTAL FUND BALANCE	886,490	270,883	-	1,157,373
TOTAL LIABILITIES AND FUND BALANCE	\$ 977,763	\$ 270,883	\$ -	\$ 1,248,646

**Combining Schedule of Revenues, Expenditures, and
Changes in Fund Balances – Governmental Funds**

For the Year Ended June 30, 2018

	General Funds			
	Memphis School of Excellence	Memphis School of Excellence Elementary School	Elimination	TOTAL
Revenues:				
Shelby County Schools	\$ 4,647,771	574,637	\$ -	\$ 5,222,408
Operating grants and contributions	365,887	-	-	365,887
Capital grants and contributions	424,000	24,000	-	448,000
Charges for services	76,059	6,121	(13,250)	68,930
TOTAL REVENUES	5,513,717	604,758	(13,250)	6,105,225
Expenditures:				
Current:				
Salaries, wages, and benefits:				
Instructional	2,208,904	341,124	-	2,550,028
General and administrative	740,501	39,428	-	779,929
Instructional	1,317,173	86,670	-	1,403,843
General and administrative	269,198	77,145	(13,250)	333,093
Capital Outlay:				
Current expenditures	524,331	-	-	524,331
Debt Service:				
Principal payments on long-term debt	218,258	-	-	218,258
Interest	82,350	-	-	82,350
Total expenditures	5,360,715	544,367	(13,250)	5,891,832
Revenue over (under) expenditures	153,002	60,391	-	213,393
Other financial sources				
Issuance of notes payable	513,419	-	-	513,419
Transfers	(70,336)	70,336	-	-
Change in fund balance	596,085	130,727	-	726,812
Fund balance - beginning of year	290,405	140,156	-	430,561
Fund balance - end of year	\$ 886,490	\$ 270,883	\$ -	\$ 1,157,373

**Schedule of Combined Expenditures of Federal Awards
and State Financial Assistance**
For the Year Ended June 30, 2018

Federal Grantor / Pass-through Grantor / Program Title	CFDA Number	Contract Number	Expenditures
Federal Awards			
U.S. Department of Education / Board of Education of Shelby County Schools / Title I Grants to Local Educational Agencies	84.010	N/A	\$ 222,251
U.S. Department of Education / Office of Innovation and Improvement / Charter Schools Program	84.282	N/A	143,636
Total Federal Awards			365,887
State Financial Assistance			
Tennessee Department of Education / Board of Education of Shelby County Schools / ADA Per-Pupil Funding Allocation	N/A	N/A	5,222,408
Tennessee Department of Education / Board of Education of Shelby County Schools / Capital Outlay Funding	N/A	N/A	263,000
Tennessee Department of Education / Board of Education of Shelby County Schools / High-Quality Charter School Facilities Program	N/A	N/A	185,000
Total State Financial Assistance			5,670,408
Total Federal Awards and State Financial Assistance		\$	6,036,295

Note 1 - Basis of Presentation

The Schedule of Combined Expenditures of Federal Awards and State Financial Assistance includes the federal and state grant activity of the Read Foundation for the year then ended June 30, 2018, and is presented on the accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of the State of Tennessee Department of Audit, Audit Manual. Therefore, some amounts presented in the schedule may differ from amounts presented in, or used in the preparation of, the basic combined financial statements.

Non-Financial Information

**INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING
AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL
STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS**

To the Board of Directors
Read Foundation
Memphis, Tennessee

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the combined financial statements of the governmental activities and the major fund of the Read Foundation as of and for the year ended June 30, 2018, and the related notes to the combined financial statements, which collectively comprise the Read Foundation's basic combined financial statements, and have issued our report thereon dated November 16, 2018.

Internal Control over Financial Reporting

In planning and performing our audit of the combined financial statements, we considered the Read Foundation's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the combined financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Read Foundation's internal control. Accordingly, we do not express an opinion on the effectiveness of the Read Foundation's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's combined financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

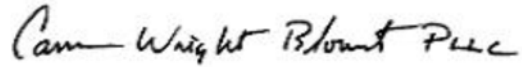
Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or, significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Read Foundation's combined financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of combined financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

A handwritten signature in black ink that reads "Cam Wright Blount PLLC". The signature is written in a cursive, flowing style.

Memphis, Tennessee
November 16, 2018

Schedule of Findings and Responses***For the Year Ended June 30, 2018***

There were no findings and/or responses for the fiscal year ended June 30, 2018.

Schedule of Prior Year Findings and Responses

June 30, 2018

There were no findings and/or responses for the fiscal year ended June 30, 2017.

**Read Foundation
Financial Statements
June 30, 2017**

ANNUAL FINANCIAL REPORT

**TENNESSEE PUBLIC CHARTER SCHOOLS OPERATED BY
the READ FOUNDATION**

**MEMPHIS SCHOOL OF EXCELLENCE
MEMPHIS SCHOOL OF EXCELLENCE ELEMENTARY SCHOOL**

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BOARD OF DIRECTORS

Dr. Cem Akkus, President

Patty Farmer, Treasurer

Dr. Fatih Sen, Secretary

Dr. Richard Potts

Bayram Demirbuga

ADMINISTRATIVE OFFICIALS

Muhammet Turkey, Executive Director



INDEPENDENT AUDITOR'S REPORT

To the Board of Directors
Read Foundation
Memphis, Tennessee

Report on the Combined Financial Statements

We have audited the accompanying combined financial statements of the governmental activities and the major fund of the Read Foundation as of and for the year ended June 30, 2017, and the related notes to the combined financial statements, which collectively comprise the Read Foundation's basic combined financial statements as listed in the table of contents.

Management's Responsibility for the Combined Financial Statements

Management is responsible for the preparation and fair presentation of these combined financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of combined financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these combined financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the combined financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the combined financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the combined financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the combined financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the combined financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the combined financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and the major fund of the Read Foundation as of June 30, 2017, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Emphasis of Matter

As discussed in Note 1 of the combined financial statements, the Read Foundation follows *GASB Statement No. 68, Accounting and Financial Reporting for Pensions*. As a result of the continuing implementation, the Read Foundation increased their governmental activities net position by \$299,534 as of June 30, 2016. This restatement was necessary to continue the transition of this accounting guidance. Our opinion is not modified with respect to this matter.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and the required supplementary information as listed in the table of contents be presented to supplement the basic combined financial statements. Such information, although not a part of the basic combined financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic combined financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the management's discussion and analysis and the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic combined financial statements, and other knowledge we obtained during our audit of the basic combined financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Information

Our audit was conducted for the purpose of forming opinions on the combined financial statements that collectively comprise the Read Foundation's basic combined financial statements. The governance officials schedule, the combining financial statements of the governmental funds, and the schedule of combined expenditures of federal awards and state financial assistance are presented for purposes of additional analysis and are not a required part of the basic combined financial statements.

The combining financial statements of the governmental funds and the schedule of combined expenditures of federal awards and state financial assistance are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the basic combined financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic combined financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic combined financial statements or to the basic combined financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the combining financial statements of the governmental funds and the schedule of combined expenditures of federal awards and state financial assistance are fairly stated, in all material respects, in relation to the basic combined financial statements as a whole.

The governance officials schedule has not been subjected to the auditing procedures applied in the audit of the basic combined financial statements and, accordingly, we do not express an opinion or provide any assurance on it.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report, dated November 13, 2017, on our consideration of the Read Foundation's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Read Foundation's internal control over financial reporting and compliance.

Carm Wright Blount PLLC

Memphis, Tennessee
November 13, 2017

The following Management's Discussion and Analysis (MD&A) of the Read Foundation's ("the Foundation") activities and financial performance provides the reader with an introduction and overview to the financial statements of the Foundation for the year ended June 30, 2017. This information should be considered within the context of the accompanying financial statements and note disclosures.

OVERVIEW OF THE FINANCIAL STATEMENTS

Financial Highlights

- The assets of the Read Foundation exceeded its liabilities at the end of the fiscal year by \$3,118,713 (net position).
- The Read Foundation's total net position increased by \$692,724, due to an operating profit of \$393,190 plus a pension related adjustment of \$299,534 to beginning net position.
- The Read Foundation's total expenses increased by \$741,930, primarily due to increase in salaries and for the addition of several new teachers and office expenses.

This financial report consists of a series of financial statements, notes to those statements, and required supplementary information. The statements are organized so that the reader can understand the Read Foundation as a whole and then proceed to a detailed look at specific financial activities of the Read Foundation.

Reporting the Read Foundation as a Whole

The Statement of Net Position and Statement of Activities:

In general, users of these financial statements want to know if the Foundation is better off or worse off as a result of the year's activities. The Statement of Net Position and Statement of Activities report information about the Foundation as a whole and about the Foundation's activities in a manner that helps to answer that question. These statements include all assets and liabilities using the accrual basis of accounting. Under the accrual basis, all of the current year's revenue and expenses are taken into consideration regardless of when cash is received or paid.

The Statement of Net Position reports the Foundation's net position (total assets less total liabilities). Private sector entities would report retained earnings. The Foundation's net position balance at year-end represents available resources for future growth. The Statement of Activities reports the change in net position as a result of activity during the year. Private sector entities have a similar report titled the statement of operations, which reports net income. It provides the user a tool to assist in determining the direction of the Foundation's financial health during the year. Users will want to consider non-financial factors as well as the financial data in arriving at a conclusion regarding the overall health of the Foundation.

Reporting the Read Foundation's Funds

Fund Financial Statements:

The Read Foundation's governmental fund financial statements, the Balance Sheet and the Statement of Revenues, Expenditures, and Changes in Fund Balances, provide detailed information about the Foundation's most significant funds, not the Foundation as a whole. Funds are established by the Foundation to help manage money for particular purposes and compliance with various grant provisions.

The Read Foundation funds are categorized as "governmental funds." Governmental funds focus on how money flows into and out of the funds and the balances left at year-end that are available for spending in future periods. Fund financial statements are reported using an accounting method called "modified accrual" accounting, which measures cash and other financial assets that can readily be converted to cash. This basis of accounting is different from the accrual basis used in the government – wide financial statements to report on the Foundation as a whole. The modified accrual basis of accounting treats capital assets purchased and debt payments as expenses and new debt as income. There is no depreciation expense since the capital assets are expensed when acquired. Capital assets acquired during the current year were \$1,734,885. The relationship between governmental activities, as reported in the Balance Sheet and the Statement of Revenues, Expenditures, and Changes in Fund Balances is reconciled following the basic financial statements.

FINANCIAL ANALYSIS

A summary of the Read Foundation's financial position for its governmental activities is as follows:

	2017	2016	Increase (Decrease)
Assets	\$ 5,334,692	\$ 4,477,959	\$ 856,733
Liabilities	2,215,979	2,051,970	164,009
Net position			
Invested in capital assets	2,491,801	1,484,255	1,007,546
Unrestricted	626,912	941,734	(314,822)
Total net position	\$ 3,118,713	\$ 2,425,989	\$ 692,724

A summary of the Read Foundation's operations from governmental activities is as follows:

	2017	2016	Increase (Decrease)
Revenues	\$ 4,642,451	\$ 4,159,192	\$ 483,259
Expenses	4,249,261	3,507,331	741,930
Change in net position	\$ 393,190	\$ 651,861	\$ (258,671)

Revenues

Funding for the Read Foundation comes primarily through the per-pupil allocation from the Shelby County Schools' Board of Education. An analysis of the changes between the current year and prior year governmental activity revenues are as follows:

	2017	2016	Increase (Decrease)
Shelby County Schools	\$ 4,076,530	\$ 3,480,342	\$ 596,188
Federal and state awards and contributions	462,780	377,428	85,352
Other charges for services	103,141	301,422	(198,281)
Total	\$ 4,642,451	\$ 4,159,192	\$ 483,259

The variance for the Foundation's per-pupil allocation is due to the increase in the Foundation's enrollment, from an average of 446 students in the prior year to an average of 475 students in the current year plus an increase in the per-pupil allocation from \$7,735 to \$8,506 per-pupil. The Capital Outlay funds are based on student enrollment. Because of the increase in student enrollment in the current year, the Foundation received more capital outlay funding than in the previous year.

The above revenue increases were offset by a drop in contributions due to a \$250,000 contribution that was received in the prior year.

Expenses

An analysis of the changes between the current year and prior year governmental activities funds expenses are as follows:

	2017	2016	Increase (Decrease)
Salaries, wages, and benefits			
Instructional	\$ 2,141,182	1,855,937	\$ 285,245
General and administrative	301,136	199,258	101,878
Other instructional	221,323	91,121	130,202
Food services	939	1,345	(406)
General and administrative	1,541,166	1,340,005	201,161
Debt service	43,515	19,665	23,850
Total	\$ 4,249,261	\$ 3,507,331	\$ 741,930

The increase in salaries, wages, and benefits and instructional expenses is due to more teachers and other instructional staff employed during the current year because of the increase in enrollment.

The current year increase in general and administration expense is due primarily to the increase in occupancy, office expenses, and travel expenses.

ECONOMIC FACTORS

Significant economic factors affecting the Read Foundation are as follows:

- The amount of State funding received per student for the year. This amount per student can fluctuate from year to year based on total funds available to the State and the number of students enrolled during the school year.
- The continued funding of other programs and grants.
- Inflationary pressure on utility rates, supplies, insurance, and other costs.
- Local labor supply and demand, which can affect salary and wage rates.

REQUEST FOR INFORMATION

This financial report is designed to provide a general overview of the Foundation's finances for all those with an interest in the Foundation. Questions concerning any of the information provided in this report may be addressed to the office of:

Read Foundation
4450 South Mendenhall Road, Suite 1
Memphis, Tennessee 38141
Telephone (901) 367-7814

Basic Combined Financial Statements

Combined Statement of Net Position

June 30, 2017

	Governmental Activities
Assets	
Cash	\$ 722,238
Grants receivable	14,504
Prepaid expenses	58,637
Net pension asset	32,997
Non-depreciable capital assets	2,564,714
Depreciable capital assets, net of accumulated depreciation	1,418,895
Total assets	4,811,985
Deferred outflows of resources	522,707
Liabilities	
Accounts payable	334,588
Accrued liabilities	30,230
Net pension liability	135,893
Notes payable - due in one year	241,854
Notes payable - due in more than one year	1,249,954
Total liabilities	1,992,519
Deferred inflows of resources	223,460
Net position	
Net investment in capital assets	2,491,801
Unrestricted	626,912
Total net position	\$ 3,118,713

Combined Statement of Activities

For the Year Ended June 30, 2017

Governmental Activities	Total	Instructional and Student Services	General and Administrative	Debt Service
Program expenses :				
Employee compensation	\$2,442,318	\$ 2,141,182	\$ 301,136	\$ -
Office	260,180	-	260,180	-
Depreciation	260,818	250,385	10,433	-
Occupancy	1,008,618	968,273	40,345	-
Supplies	75,194	67,013	8,181	-
Staff development	19,311	2,896	16,415	-
Travel	94,568	94,568	-	-
Advertising	19,151	-	19,151	-
Other	25,429	23,619	1,810	-
Student services	159	159	-	-
Interest	43,515	-	-	43,515
Total expenses	4,249,261	3,548,095	657,651	43,515
Program revenues:				
Operating grants and contributions	257,780	257,780	-	-
Capital grants and contributions	205,000	205,000	-	-
Charges for services	103,141	103,141	-	-
Total program revenues	565,921	565,921	-	-
Net program expenses	(3,683,340)	<u>\$(2,982,174)</u>	<u>\$ (657,651)</u>	<u>\$ (43,515)</u>
General revenues:				
SCS per pupil allocations	4,076,530			
Change in net position	393,190			
Net position:				
Beginning of year	2,425,989			
GASB 68 adjustments	299,534			
Beginning of year, as restated	2,725,523			
Net position, end of year	<u>\$3,118,713</u>			

Combined Balance Sheet – Governmental Funds

June 30, 2017

	General Fund
ASSETS	
Cash	\$ 722,238
Grants receivable	14,504
Prepaid expenses	58,637
Total assets	\$ 795,379
LIABILITIES AND FUND BALANCE	
Liabilities:	
Accounts payable	\$ 334,588
Accrued liabilities	30,230
Total liabilities	364,818
Fund balance:	
Non-spendable	58,637
Unassigned	371,924
Total fund balance	430,561
Total liabilities and fund balance	\$ 795,379

***Reconciliation of the Combined Balance Sheet to the Combined Statement
of Net Position – Governmental Activities***

June 30, 2017

	General Fund
Total governmental fund balance	\$ 430,561
Amounts reported for governmental activities in the Statement of Net Position are different because:	
Net pension asset/liability is not carried on the General Fund Balance Sheet	(102,896)
Long-term debt is not due and payable in the current period and, therefore, is not reported in the general fund	(1,491,808)
Capital assets used in governmental activities are not financial resources and, therefore, are not reported in the funds.	3,983,609
Deferred outflows/inflows related to pensions are not reported in the General Fund Balance Sheet	299,247
Net position of governmental activities	\$ 3,118,713

**Combined Statement of Revenues, Expenditures, and
Changes in Fund Balance – Governmental Fund**

For the Year Ended June 30, 2017

	General Fund
Revenues:	
Shelby County Schools	\$ 4,076,530
Federal awards and contributions	257,780
Capital outlay	205,000
Other charges for services	103,141
Total revenues	4,642,451
Expenditures:	
Current:	
Salaries, wages and benefits:	
Instructional	2,164,265
General and administration	316,416
Instructional	1,156,528
General and administration	346,082
Capital outlay:	
Current expenditures	1,734,885
Debt service:	
Principal payments on notes payable	115,079
Interest	43,515
Total expenditures	5,876,770
Revenues over (under) expenditures	(1,234,319)
Other financial sources	
Issuance of note payable	581,600
Net change in fund balance	(652,719)
Fund Balance:	
Beginning of year	1,083,280
Fund balance - end of year	\$ 430,561

***Reconciliation of the Combined Statement of Revenues,
Expenditures, and Changes in Fund Balance to the
Combined Statement of Activities***

For the Year Ended June 30, 2017

	General Fund
Net change in fund balance - governmental funds	\$ (652,719)
Amounts reported for governmental activities in the Statement of Activities are different because:	
GASB 68 negative pension expense is not reported in the Statement of Revenues, Expenditures and Changes in Fund Balance	38,363
Repayment of the principal of long-term debt consumes the current financial resources of governmental funds. These transactions do not have any effect on net assets	115,079
Issuance of long term debt provides the current financial resources to governmental funds. These transactions do not have an effect on net assets.	(581,600)
Capital outlays, reported as expenditures in governmental funds, are shown as capital assets on the Statement of Net Position	1,734,885
Depreciation expense on capital assets is included only in the governmental activities in the Statement of Activities	(260,818)
Change in net position of governmental activities	\$ 393,190

Note 1 - Summary of Significant Accounting Policies

Reporting Entity

The Read Foundation was formed as a Tennessee non-profit corporation. The Read Foundation (the "Foundation"), is the sponsor of Memphis School of Excellence and Memphis School of Excellence Elementary School. Pursuant to the provisions of the Tennessee Public Charter Schools Act of 2002 (the Act), T.C.A. Section 49-12-101, et seq., Memphis School of Excellence has been approved as a public charter school. Pursuant to the Act, public charter schools are part of the state's public education program offering an alternative means within the public school system for accomplishing necessary outcomes of education. Memphis School of Excellence, through the Read Foundation, as sponsor, entered into a Charter School Agreement with the Board of Education of the Shelby County Schools to operate a charter school in Memphis, Tennessee, for the purpose of operating an alternative school to improve the learning of students with special needs as specified in the Federal Individuals with Disabilities Education Act. The School began classes in September 2010, with grades sixth through ninth. The initial Charter School Agreement expires in October 1, 2020, and is subject to renewal at the discretion of the Board of Education for the Shelby County Schools.

Memphis School of Excellence Elementary School was formed pursuant to the provisions of the Tennessee Public Charter Schools Act of 2002 (the Act), T.C.A. Section 49-12-101, et seq. Memphis School of Excellence Elementary School, through the Read Foundation, as sponsor, entered into a Charter School Agreement with the Board of Education of the Shelby County Schools to operate a charter school in Memphis, Tennessee. Memphis School of Excellence Elementary School began classes in August 2017, with kindergarten through second grade. The initial Charter School Agreement expires on June 30, 2026, and is subject to renewal at the discretion of the Board of Education for the Shelby County Schools.

Measurement focus, basis of accounting and presentation

The Foundation, in accordance with the applicable Governmental Accounting Standards Board (GASB) statement, are considered a special-purpose governmental entity and is not a component unit of another governmental entity. Therefore, the financial statements have been prepared in the same manner as general-purpose governments.

The Foundation's basic financial statements include both government-wide and fund financial statements.

The combined government-wide financial statements (i.e., the combined statements of net position and the combined statements of activities) report information on all the non-fiduciary activities of the primary government. Governmental activities normally are supported by taxes and inter-governmental revenues and are paid to the Foundation through the Board of Education of the Shelby County Schools. The combined government-wide financial statements of the Foundation have been prepared on the accrual basis of accounting. Under the accrual basis, revenues are recognized when earned and expenses are recognized when incurred.

The combined governmental fund financial statements are presented on the modified accrual basis of accounting. Revenues under the modified accrual basis are recognized when measurable and available. Revenues are considered available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, the Foundation considers revenues available if they are collected within 60 days of the end of the current fiscal period. Expenditures generally are recorded when the related liability is incurred, as under accrual accounting.

Combined Government-wide Financial Statements

In the combined government-wide statement of net position, activities are reported on a full accrual, economic resource basis, which recognizes all long-term assets and receivables as well as long-term debt and obligations. The combined statement of net position presents the financial condition of the Foundation at year-end.

GASB regulations require the classification of net position into three components: invested in capital assets, net of related debt; restricted; and unrestricted. These classifications are defined as follows:

Net investment in capital assets – This component of net position consists of capital assets, including restricted capital assets, net of accumulated depreciation and reduced by outstanding balances (if any) of bonds, mortgages, notes or other borrowings that are attributable to the acquisition, construction or improvement of those assets.

If there are significant unspent related debt proceeds at year end, the portion of the debt attributable to the unspent proceeds is not included in the calculation of invested in capital assets, net of related debt. Rather, that portion of the debt is included in the same net position component as the unspent proceeds.

Restricted – This component of net position consists of constraints placed on net position use through external constraints imposed by creditors (such as through debt covenants), contributors or laws or regulations of other governments or constraints imposed by law through constitutional provisions or enabling legislation.

Unrestricted – This component of net position consists of net position that do not meet the definition of restricted or invested in capital assets, net of related debt. When both restricted and unrestricted assets are available for use, it is the Foundation's policy to utilize restricted assets first, then unrestricted assets as needed.

The government-wide statement of activities demonstrates the degree to which the direct expenses of a given function or program is offset by program revenues. Direct expenses are those that are clearly identifiable with a specific function or segment. Program revenues include 1) charges to students for lunches, school supplies, after school care, athletic programs, and other services; 2) grants and contributions that are restricted to meeting the operational or capital requirements of a particular function or segment; and 3) contributions that are generally unrestricted.

The primary sources of the Foundation's revenue is from the following:

Shelby County Schools – the Foundation receives funds from Shelby County Schools (SCS) based on a per-pupil allocation. The Foundation received \$8,506 per-pupil and had an average of 475 students for the year ended June 30, 2017. The per-pupil allocation received for the year ended June 30, 2017, totaled \$4,076,530 and is included in the Shelby County Schools revenue.

Federal Awards – the Foundation is a recipient of Title I federal grant monies. The Foundation recognizes grant income when it is earned. The Foundation recognized \$257,780 in federal grant revenue for the year ended June 30, 2017. The Foundation also received \$205,000 from the State of Tennessee Capital Outlay Grant, which was disbursed through the Board of Education of the Shelby County Schools.

Contributions – Contributions are recognized as support when they are pledged or received. The Foundation report gifts of cash and other assets as unrestricted support unless they are received with donor stipulations that limit the use of the donated assets.

Governmental Fund Financial Statements

The financial transactions of the Foundation are reported in individual funds in the fund financial statements. Each fund is accounted for by providing a separate set of self-balancing accounts that comprise its assets, liabilities, reserves, fund equity, revenues and expenditures. The Foundation reports the following major governmental fund:

The General Fund is the primary operating fund of the Foundation and accounts for all financial resources of the general government, except those required to be accounted for in another fund, if any.

The governmental funds' focus is upon the determination of financial resources, their balance, sources and use, rather than upon net income. In accordance with the applicable GASB statement, the Foundation classifies governmental fund balances as: non-spendable, restricted, committed, assigned and unassigned based on the level of constraints on the fund balances. When an expenditure is incurred in which both restricted and unrestricted funds are available for use, it is the Foundation's policy to spend restricted funds first, then unrestricted funds. When an expenditure has been incurred for purposes in which multiple categories of unrestricted funds are available, it is the Foundation's policy to spend funds in the following order, committed, then assigned, and lastly unassigned funds. The classifications of fund balances are defined as follows:

Non-spendable – This classification consists of fund balances that cannot be spent because they are either not in spendable form, for example, noncash amounts that are not expected to be converted to cash, or the funds are legally or contractually required to be maintained intact.

Restricted – This classification consists of fund balances with external constraints on use imposed by creditors (such as through debt covenants), contributors or laws or regulations of other governments or constraints imposed by law through constitutional provisions or enabling legislation.

Committed – This classification consists of fund balances that can only be used for specific purposes established by formal action of the Foundation's Board of Directors, its highest level of decision making authority. Such commitments should include contractual obligations of fund assets. Fund balance commitments can only be removed by the same process of the same body employed to previously commit those amounts.

Assigned – This classification consists of all fund balances that are not in the general fund or classified as non-spendable, restricted, or committed. In addition, general fund balances that the Foundation intends to use for specific purposes are classified as assigned. The Foundation gives the authority to assign amounts for specific purposes to the Schools' office manager and personnel under the supervision of the schools' office manager tasked with financial recording responsibilities.

Unassigned – This classification consists of all fund balances in the general fund that are not reported as non-spendable, restricted, committed or assigned.

Other Accounting Policies

Cash and Cash Equivalents

The Foundation consider deposits that can be redeemed on demand and investments that have original maturities of less than three months, when purchased, to be cash equivalents.

Grants Receivable

Grants Receivable represents amounts due from the State of Tennessee for reimbursement of expenses allocated to the Title I grant. An allowance for doubtful accounts is maintained based upon collection experience and a review of the collectability of specific outstanding receivables. Receivables are charged against the allowance when they are determined to be uncollectible by management. There is no allowance for doubtful accounts as of June 30, 2017, as management believes all amounts are collectible.

Capital Assets

Capital assets acquired by the Foundation are considered to be owned by the Foundation. However, State funding sources may maintain equitable interest in the capital assets purchased with grant monies as well as the right to determine the use of any proceeds from the sale of these assets. The State's equitable interest is in capital assets with an acquisition cost which equals or exceeds \$5,000 and an estimated useful life of more than one year. The costs of normal maintenance and repairs that do not add to the value of the asset or materially extend assets' lives are not capitalized. Capital assets purchased are stated at cost, if purchased, or the estimated value on the date received, if donated. Depreciation is computed using the straight-line method over the estimated useful lives of the assets and over the term of the lease for leasehold improvements, ranging from 3 to 20 years. The Foundation follows the practice of capitalizing all expenditures for property and equipment items over \$1,500.

Accrued Compensated Absences

No accrual of compensated absences is necessary for the Foundation's faculty/staff because the summer months, during which classes are not in session, are considered employees' vacation. The administrative employees of the Foundation follow the same schedule as the instructors of the charter schools; therefore, no compensated absences accrual for any of the employees of the Foundation is appropriate.

Income Taxes

The Foundation has been determined to be exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code (IRC) as evidenced by a letter of determination dated September 17, 2009. As an exempt corporation, the Foundation must operate in conformity with the IRC in order to maintain its tax-exempt status. The Foundation is also exempt from state income tax. As of June 30, 2017, the following tax years remain open due to the applicable tax authority's ability to review and assess previously issued returns: federal – June 30, 2014, 2015, and 2016.

Pensions (Teacher Legacy Pension Plan; Teacher Retirement Plan; Public Employee Retirement Plan)

For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the above named plans in the Tennessee Consolidated Retirement System (TCRS) and additions to/deductions from the plan's fiduciary net position have been determined on the same basis as they are reported to the TCRS. For this purpose, benefits (including refunds of employee contributions) are recognized when due and payable in accordance with the benefits terms of the pension plans named above. Investments are reported at fair value.

Deferred Outflows / Inflows of Resources

As defined in GASB statement 63, in addition to assets, the statement of financial position will sometimes report a separate section for deferred outflows of resources. This separate financial statement element, *Deferred Outflows of Resources*, represents a consumption of net position that applies to a future period and so will not be recognized as an expense or expenditure until then.

As defined in GASB statement 63, in addition to liabilities, the statement of net position will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, *Deferred Inflows of Resources*, represents an acquisition of net position that applies to a future period and so will not be recognized as revenue until then.

Obligations

In the government-wide financial statements, debt and other obligations are reported as liabilities in the applicable governmental activities and statement of net position.

In the fund financial statements, any obligations secured by capital assets would not be reflected as a liability.

Estimates and Uncertainties

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Concentrations

Approximately 88% of the Foundation's funding during the year ended June 30, 2017, was from the Board of Education of Shelby County Schools for their per-pupil allocation.

Recent accounting pronouncements and restatement of net position

The provisions of GASB Statement No. 68 were implemented during the year ended June 30, 2015. As a result of the continuation of implementing this new standard, the Foundation increased governmental activities net position by \$299,534 as of June 30, 2016.

Events occurring after reporting date

The Foundation has evaluated subsequent events for potential recognition and disclosure through November 13, 2017, the date that the financial statements were approved for issuance.

Note 2 – Deposits with Financial Institutions

At June 30, 2017, the Foundation's carrying amount of deposits was \$722,238 and the bank balances totaled \$742,629. Accounts at the institution are insured by the Federal Deposit Insurance Company up to an aggregate of \$250,000, therefore the Foundation maintains its bank accounts at a banking institution that is included as a Collateral Pool Participant, which provides collateral coverage for public funds deposits in excess of \$250,000.

Note 3 – Capital Assets

Capital asset activity for the year ended June 30, 2017, was as follows:

	Balance June 30, 2016	Additions	Disposals	Balance June 30, 2017
Non-depreciable capital assets:				
Construction in progress	\$ 1,012,063	\$ 1,552,651	\$ -	\$ 2,564,714
Depreciable capital assets:				
Leasehold improvements	2,404,782	162,550	-	2,567,332
Furniture and equipment	315,594	19,684	-	335,278
Total depreciable capital assets	2,720,376	182,234	-	2,902,610
Less accumulated depreciation:				
Leasehold improvements	(1,027,426)	(216,653)	-	(1,244,079)
Furniture and equipment	(195,471)	(44,165)	-	(239,636)
Total accumulated depreciation	(1,222,897)	(260,818)	-	(1,483,715)
Total depreciable capital assets, net	1,497,479	(78,584)	-	1,418,895
Total capital assets, net	\$ 2,509,542	\$ 1,474,067	\$ -	\$ 3,983,609

Depreciation expense was \$260,818 for the year ended June 30, 2017. The allocation of this expense is as follows:

Governmental Activities:	
Instructional	\$ 250,385
General and Administrative	10,433
Total depreciation expense - governmental activities	<u>\$ 260,818</u>

Note 4 – Operating Leases

The Foundation leases office and instructional facilities under a lease agreement which will expire July 2020. Rent expenses under this lease totaled \$521,337 for the year ended June 30, 2017. The Foundation also leases certain equipment which will expire between June 2018 and June 2020. Rent expense under these leases totaled \$20,880 for the year ended June 30, 2017.

Future minimum lease payments required under these leases for the years ending June 30 are as follows:

2018	\$	557,991
2019		567,101
2020		577,863
2021		<u>47,685</u>
	\$	<u>1,750,640</u>

Note 5 – Notes payable

The Foundation has a \$153,771 note payable to a construction company with \$50,000 due July 3, 2017, and the remaining balance due on December 30, 2017. The note bears interest at 4% per annum, matures December 30, 2017, and is collateralized by certain equipment. The Foundation also has a \$1,680,000 non-revolving line of credit with a financial institution for construction. The line bears interest at 4.66%, is secured by real estate, and matures on June 21, 2020. At June 30, 2017, the amount outstanding under this non-revolving line of credit was \$1,261,768. The line of credit is payable in monthly principal and interest installments of \$10,774. The Foundation also has a \$76,269 note payable to a financial institution. The note bears interest at 4.55%, is secured by certain equipment, is payable in monthly principal and interest installments of \$1,493, and matures on March 8, 2022.

	Beginning Balance	Increases	Decreases	Ending Balance	Due Within One Year
Notes payable transactions for the year	<u>\$ 1,025,287</u>	<u>\$ 581,600</u>	<u>\$ (115,079)</u>	<u>\$ 1,491,808</u>	<u>\$ 241,854</u>

Principal and interest payments required to maturity for the long-term debt agreements mentioned above for the years ending June 30 are as follows:

	Principal	Interest	Total
2018	\$ 241,854	\$ 61,017	\$ 302,871
2019	90,951	56,251	147,202
2020	1,128,849	51,938	1,180,787
2021	16,901	1,012	17,913
2022	13,253	245	13,498
	<u>\$ 1,491,808</u>	<u>\$ 170,463</u>	<u>\$ 1,662,271</u>

Note 6 – Commitments

On July 1, 2013, the Foundation entered into an educational professional services agreement with Harmony Public School, a Texas-based non-profit organization, to provide management and consulting services, training and providing ongoing professional development to the schools in all areas within the charter school system. The contract is a three year agreement which expired June 30, 2016. The Foundation agreed to pay Harmony Public School an annual fee of \$15,000 per year. As of June 30, 2016, the contract has been extended an additional three years which will expire on June 30, 2019, with all of the above terms and annual fee remaining the same.

On December 31, 2014, the Foundation entered into an educational professional services agreement with Teach for America, a Connecticut-based non-profit organization for recruiting, selecting, training and providing ongoing professional development to teachers within the charter school system. The Foundation agrees to hire a minimum of five (5) teachers from the Teach for America program for the academic years ending 2016, 2017, and 2018 and pay Teach for America an annual fee of \$5,000 per teacher for each year the teachers are employed. The Foundation paid \$50,000 under this agreement for the year ended June 30, 2017.

On October 11, 2016, the Foundation signed a contract with Ybos & Sons Construction, Inc. for construction on the building purchased at 4921 Winchester Road. The total amount of the contract is \$1,585,656. As of June 30, 2017, the total construction completed and stored to date was \$1,433,347.

Note 7 - Teacher Legacy Pension Plan

General Information about the Pension Plan

Plan description. Teachers with membership in the Tennessee Consolidated Retirement System (TCRS) before July 1, 2014, of the Foundation are provided with pensions through the Teacher Legacy Pension Plan, a cost sharing multiple-employer pension plan administered by the TCRS. The Teacher Legacy Pension Plan closed to new membership on June 30, 2014, but will continue providing benefits to existing members and retirees. Beginning July 1, 2014, the Teacher Retirement Plan became effective for teachers employed by the Foundation after June 30, 2014. The Teacher Retirement Plan is a separate cost-sharing, multiple-employer defined benefit plan. The TCRS was created by state statute under Tennessee Code Annotated Title 8, Chapters 34-37. The TCRS Board of Trustees is responsible for the proper operation and administration of all employer pension plans in the TCRS. The Tennessee Treasury Department, an agency in the legislative branch of state government, administers the plans of the TCRS. The TCRS issues a publically available financial report that can be obtained at www.treasury.tn.gov/tcrs.

Benefits provided. Tennessee Code Annotated Title 8, Chapters 34-37 establishes the benefit terms and can be amended only by the Tennessee General Assembly. Members of the Teacher Legacy Pension Plan are eligible to retire with an unreduced benefit at age 60 with 5 years of service credit or after 30 years of service credit regardless of age. Benefits are determined by a formula using the member's highest five consecutive year average compensation and the member's years of service credit. A reduced early retirement benefit is available at age 55 and vested. Members are vested with five years of service credit. Service related disability benefits are provided regardless of length of service. Five years of service is required for non-service related disability eligibility. The service related and non-service related disability benefits are determined in the same manner as a service retirement benefit but are reduced 10 percent and include projected service credits. A variety of death benefits are available under various eligibility criteria. Member and beneficiary annuitants are entitled to automatic cost of living adjustments (COLAs) after retirement. A COLA is granted each July for annuitants retired prior to the 2nd of July of the previous year. The COLA is based on the change in the consumer price index (CPI) during the prior calendar year, capped at 3 percent, and applied to the current benefit. No COLA is granted if the change in the CPI is less than one-half percent. A one percent COLA is granted if the CPI change is between one-half percent and one percent. A member who leaves employment may withdraw their employee contributions, plus any accumulated interest. Under the Teacher Legacy Pension Plan, benefit terms and conditions, including COLAs, can be adjusted on a prospective basis. Moreover, there are defined cost controls and unfunded liability controls that provide for the adjustment of benefit terms and conditions on an automatic basis.

Contributions. Contributions for teachers are established in the statutes governing the TCRS and may only be changed by the Tennessee General Assembly. Teachers contribute 5 percent of salary. The Foundation makes employer contributions at the rate set by the Board of Trustees as determined by an actuarial valuation. By law, employer contributions for the Teacher Legacy Pension Plan are required to be paid. TCRS may intercept the state shared taxes of the sponsoring governmental entity of the Foundation if the required employer contributions are not remitted. Employer contributions by the FoundationRead Foundation for the year ended June 30, 2017, to the Teacher Legacy Pension Plan were \$69,878 which is 9.04 percent of covered payroll. The employer rate, when combined with member contributions, is expected to finance the costs of benefits earned by members during the year, the cost of administration, as well as an amortized portion of any unfunded liability.

Pension Liabilities (Assets), Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

Pension liabilities (assets). At June 30, 2017, the Foundation reported a liability of \$135,893 for its proportionate share of net pension liability. The net pension liability was measured as of June 30, 2016, and the total pension liability used to calculate the net pension liability was determined by an actuarial value as of that date. The Foundation's proportion of the net pension liability was based on the Foundation's share of contributions to the pension plan relative to the contributions of all Local Education Agencies (LEAs). At the measurement date of June 30, 2016, the Foundation's proportion was 0.021745 percent. The proportion measured as of June 30, 2015, was 0.027161 percent.

Pension expense. For the year ended June 30, 2017, the Foundation recognized negative pension expense of \$65,885.

Deferred outflows of resources and deferred inflows of resources. For the year ended June 30, 2017, the Foundation reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual experience	\$ 5,719	\$ 164,521
Net difference between projected and actual earnings on pension plan investments	151,726	-
Changes in proportion of Net Pension Liability (Asset)	232,348	41,082
Read Foundation's contributions subsequent to the measurement date of June 30, 2016	69,878	-
Total	<u>\$ 459,671</u>	<u>\$ 205,603</u>

The Foundation's employer contributions of \$69,878, reported as pension related deferred outflows of resources, subsequent to the measurement date, will be recognized as an increase in net pension liability (asset) in the year ended June 30, 2018. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year Ended June 30:	
2018	\$ 24,443
2019	24,443
2020	97,226
2021	57,016
2022	(18,937)
Thereafter	-

In the table above, positive amounts will increase pension expense, while negative amounts will decrease pension expense.

Actuarial assumptions. The total pension liability in the June 30, 2016, actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	3.0 percent
Salary increases	Graded salary ranges from 8.97 to 3.71 percent based on age, including inflation, averaging 4.25 percent
Investment rate of return	7.5 percent, net of pension plan investment expenses, including inflation
Cost-of Living Adjustment	2.5 percent

Mortality rates are customized based on the June 30, 2012, actuarial experience study and included some adjustment for expected future improvement in life expectancy.

The actuarial assumptions used in the June 30, 2016, actuarial valuation were based on the results of an actuarial experience study performed for the period July 1, 2008 through June 30, 2012. The demographic assumptions were adjusted to more closely reflect actual and expected future experience.

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees in conjunction with the June 30, 2012 actuarial experience study by considering the following three techniques: (1) the 25-year historical return of the TCRS at June 30, 2012, (2) the historical market returns of asset classes from 1926 to 2012 using the TCRS investment policy asset allocation, and (3) capital market projections that were utilized as a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. Four sources of capital market projections were blended and utilized in the third technique. The blended capital market projection established the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding inflation of 3 percent. The target allocation and best estimates of arithmetic real rates of return for each major asset class are summarized in the following table:

Asset Class	Long-Term Expected Real Rate of Return	Target Allocation
U.S. equity	6.46%	33%
Developed market international equity	6.26%	17%
Emerging market international equity	6.40%	5%
Private equity and strategic lending	4.61%	8%
U.S. fixed income	0.98%	29%
Real estate	4.73%	7%
Short-term investments	0.00%	1%
		<u>100%</u>

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees as 7.5 percent based on a blending of the three factors described above.

Discount rate. The discount rate used to measure the total pension liability was 7.5 percent. The projection of cash flows used to determine the discount rate assumed that employee contributions will be made at the current rate and that contributions from all LEAs will be made at the actuarially determined contribution (ADC) rate pursuant to an actuarial valuation in accordance with the funding policy of the TCRS Board of Trustees and as required to be paid by state statute. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make projected future benefit payments of current active and inactive members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the proportionate share of net pension liability (asset) to changes in the discount rate. The following presents the Foundation's proportionate share of the net pension liability (asset) calculated using the discount rate of 7.5 percent, as well as what the Foundation's proportionate share of the net pension liability (asset) would be if it were calculated using a discount rate that is 1-percentage-point lower (6.5 percent) or 1-percentage-point higher (8.5 percent) than the current rate:

	1% Decrease (6.5%)	Current Discount Rate (7.5%)	1% Increase (8.5%)
Read Foundation's proportionate share of the net pension liability (asset)	\$ 746,211	\$ 135,893	\$ (369,667)

Pension plan fiduciary net position. Detailed information about the pension plan's fiduciary net position is available in a separately issued TCRS financial report.

Payable to the Pension Plan

At June 30, 2017, the Foundation reported a payable of \$20,204 for the outstanding amount of contributions to the pension plan required at the year ended June 30, 2017.

Note 8 – Non-Teacher Retirement Plan

General Information about the Pension Plan

Plan description. Employees of the Foundation are provided a defined benefit pension plan through the Public Employee Retirement Plan, an agent multiple-employer pension plan administered by the TCRS. The TCRS was created by state statute under Tennessee Code Annotated Title 8, Chapters 34-37. The TCRS Board of Trustees is responsible for the proper operation and administration of the TCRS. The Tennessee Treasury Department, an agency in the legislative branch of state government, administers the plans of the TCRS. The TCRS issues a publically available financial report that can be obtained at www.treasury.tn.gov/tcrs.

Benefits provided. Tennessee Code Annotated Title 8, Chapters 34-37 establishes the benefit terms and can be amended only by the Tennessee General Assembly. The chief legislative body may adopt the benefit terms permitted by statute. Members are eligible to retire with an unreduced benefit at age 60 with 5 years of service credit or after 30 years of service credit regardless of age. Benefits are determined by a formula using the member's highest five consecutive year average compensation and the member's years of service credit. Reduced benefits for early retirement are available at age 55 and vested. Members vest with five years of service credit. Service related disability benefits are provided regardless of length of service. Five years of service is required for non-service related disability eligibility. The service related and non-service related disability benefits are determined in the same manner as a service retirement benefit but are reduced 10 percent and include projected service credits. A variety of death benefits are available under various eligibility criteria.

Member and beneficiary annuitants are entitled to automatic cost of living adjustments (COLAs) after retirement. A COLA is granted each July for annuitants retired prior to the 2nd of July of the previous year. The COLA is based on the change in the consumer price index (CPI) during the prior calendar year, capped at 3 percent, and applied to the current benefit. No COLA is granted if the change in the CPI is less than one-half percent. A one percent COLA is granted if the CPI change is between one-half percent and one percent. A member who leaves employment may withdraw their employee contributions, plus any accumulated interest.

Contributions. Contributions for employees are established in the statutes governing the TCRS and may only be changed by the Tennessee General Assembly. Employees contribute 5 percent of salary. The Foundation makes employer contributions at the rate set by the Board of Trustees as determined by an actuarial valuation. For the year ended June 30, 2017, the employer contributions for the Foundation were \$7,439 based on a rate of 9.27% percent of covered payroll. By law, employer contributions are required to be paid. The TCRS may intercept the Foundation's state shared taxes if required employer contributions are not remitted. The employer's ADC and member contributions are expected to finance the costs of benefits earned by members during the year, the cost of administration, as well as an amortized portion of any unfunded liability.

Net Pension Liability (Asset)

The Foundation's net pension liability (asset) was measured as of June 30, 2016, and the total pension liability used to calculate net pension liability (asset) was determined by an actuarial valuation as of that date.

Actuarial assumptions. The total pension liability in the June 30, 2016, actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	3.0 percent
Salary increases	Graded salary ranges from 8.97 to 3.71 percent based on age, including inflation, averaging 4.25 percent
Investment rate of return	7.5 percent, net of pension plan investment expenses, including inflation
Cost-of Living Adjustment	2.5 percent

Mortality rates were based on actual experience from the June 30, 2012, actuarial experience study adjusted for some of the expected future improvement in life expectancy.

The actuarial assumptions used in the June 30, 2016, actuarial valuation were based on the results of an actuarial experience study performed for the period July 1, 2008 through June 30, 2012. The demographic assumptions were adjusted to more closely reflect actual and expected future experience.

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees in conjunction with the June 30, 2012 actuarial experience study by considering the following three techniques: (1) the 25-year historical return of the TCRS at June 30, 2012, (2) the historical market returns of asset classes from 1926 to 2012 using the TCRS investment policy asset allocation, and (3) capital market projections that were utilized as a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. Four sources of capital market projections were blended and utilized in the third technique. The blended capital market projection established the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding inflation of 3 percent.

The target allocation and best estimates of arithmetic real rates of return for each major asset class are summarized in the following table:

Asset Class	Long-Term Expected	
	Real Rate of Return	Target Allocation
U.S. equity	6.46%	33%
Developed market international equity	6.26%	17%
Emerging market international equity	6.40%	5%
Private equity and strategic lending	4.61%	8%
U.S. fixed income	0.98%	29%
Real estate	4.73%	7%
Short-term investments	0.00%	1%
		100%

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees as 7.5 percent based on a blending of the three factors described above.

Discount rate. The discount rate used to measure the total pension liability was 7.5 percent. The projection of cash flows used to determine the discount rate assumed that employee contributions will be made at the current rate and that contributions from all LEAs will be made at the ADC rate pursuant to an actuarial valuation in accordance with the funding policy of the TCRS Board of Trustees and as required to be paid by state statute. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make projected future benefit payments of current active and inactive members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Changes in the Net Pension Liability (Asset)

	Increase (Decrease)		
	Total Pension Liability (a)	Plan Fiduciary Net Position (b)	Net Pension Liability (Asset) (a) - (b)
Balance at 6/30/15	\$ 269,202	\$ 284,814	\$ (15,612)
Changes for the year:			
Service cost	5,620	-	5,620
Interest	19,995	-	19,995
Differences between expected and actual experience	(7,217)	-	(7,217)
Contributions - employer	-	5,405	(5,405)
Contributions - employees	-	2,917	(2,917)
Net investment income	-	7,455	(7,455)
Benefit payments, including refunds of employee contributions	(16,445)	(16,445)	-
Administrative expense	-	(115)	115
Other changes	-	386	(386)
Net changes	1,953	(397)	2,350
Balance at 6/30/16	\$ 271,155	\$ 284,417	\$ (13,262)

Sensitivity of the net pension liability (asset) to changes in the discount rate. The following presents the net pension liability (asset) of the Foundation calculated using the discount rate of 7.5 percent, as well as what the net pension liability (asset) would be if it were calculated using a discount rate that is 1-percentage-point lower (6.5 percent) or 1-percentage-point higher (8.5 percent) than the current rate:

	1% Decrease (6.5%)	Current Discount Rate (7.5%)	1% Increase (8.5%)
Read Foundation's proportionate share of the net pension liability (asset)	\$ 18,644	\$ (13,262)	\$ (39,976)

Negative Pension Expense and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

Negative pension expense. For the year ended June 30, 2017, the Foundation recognized negative pension expense of \$2,161.

Deferred outflows of resources and deferred inflows of resources. For the year ended June 30, 2017, the Foundation reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual experience	\$ -	\$ 14,061
Net difference between projected and actual earnings on pension plan investments	9,288	-
Contributions subsequent to the measurement date of June 30, 2016	7,439	-
Total	\$ 16,727	\$ 14,061

The amount shown above for "Contributions subsequent to the measurement date of June 30, 2016," will be recognized as a reduction (increase) to net pension liability (asset) in the following measurement period.

Amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year Ended June 30:	
2018	\$(3,523)
2019	(3,523)
2020	994
2021	1,279
2022	-
Thereafter	-

In the table above, positive amounts will increase pension expense, while negative amounts will decrease pension expense.

Payable to the Pension Plan

At June 30, 2017, the Foundation reported a payable of \$0 for the outstanding amount of contributions to the pension plan required at the year ended June 30, 2017.

Note 9 – Teacher Retirement Plan (After June 30, 2014)**General Information about the Pension Plan**

Plan description. Teachers with membership in the Tennessee Consolidated Retirement System (TCRS) before July 1, 2014, of the Foundation are provided with pensions through the Teacher Retirement Plan, a cost sharing multiple-employer pension plan administered by the TCRS. The Teacher Legacy Pension Plan closed to new membership on June 30, 2014, but will continue providing benefits to members and retirees. Beginning July 1, 2014, the Teacher Retirement Plan became effective for teachers employed by the Foundation after June 30, 2014. The Teacher Retirement Plan is a separate cost sharing, multiple-employer defined benefit plan. The TCRS was created by state statute under Tennessee Code Annotated Title 8, Chapters 34-37. The TCRS Board of Trustees is responsible for the proper operation and administration of all employer pension plans in the TCRS. The Tennessee Treasury Department, an agency in the legislative branch of state government, administers the plans of the TCRS. The TCRS issues a publically available financial report that can be obtained at www.treasury.tn.gov/tcrs.

Benefits provided. Tennessee Code Annotated Title 8, Chapters 34-37 establishes the benefit terms and can be amended only by the Tennessee General Assembly. Members of the Teacher Retirement Plan are eligible to retire with an unreduced benefit at age 65 with 5 years of service credit or pursuant to the rule of 90 in which the member's age and service credit total 90. Benefits are determined by a formula using the member's highest five consecutive year average compensation and the member's years of service credit. A reduced early retirement benefit is available at age 60 and vested or pursuant to the rule of 80. Members are vested with five years of service credit. Service related disability benefits are provided regardless of length of service. Five years of service is required for non-service related disability eligibility. The service related and non-service related disability benefits are determined in the same manner as a service retirement benefit but are reduced 10 percent and include projected service credits. A variety of death benefits are available under various eligibility criteria. Member and beneficiary annuitants are entitled to automatic cost of living adjustments (COLAs) after retirement. A COLA is granted each July for annuitants retired prior to the 2nd of July of the previous year. The COLA is based on the change in the consumer price index (CPI) during the prior calendar year, capped at 3 percent, and applied to the current benefit. No COLA is granted if the change in the CPI is less than one-half percent. A one percent COLA is granted if the CPI change is between one-half percent and one percent. A member who leaves employment may withdraw their employee contributions, plus any accumulated interest. Under the Teacher Retirement Plan, benefit terms and conditions, including COLAs, can be adjusted on a prospective basis. Moreover, there are defined cost controls and unfunded liability controls that provide for the adjustment of benefit terms and conditions on an automatic basis.

Contributions. Contributions for teachers are established in the statutes governing the TCRS and may only be changed by the Tennessee General Assembly or by automatic cost controls set out in law. Teachers contribute 5 percent of salary. The Foundation makes employer contributions at the rate set by the Board of Trustees as determined by an actuarial valuation. Per the statutory provisions governing the TCRS, the employer contribution rate cannot be less than 4 percent, except for in years when the maximum funded level, approved by the TCRS Board of Trustees, is reached. By law, employer contributions for the Teacher Retirement Plan are required to be paid. TCRS may intercept the state shared taxes of the sponsoring governmental entity of the Foundation if the required employer contributions are not remitted. Employer contributions by the Foundation for the year ended June 30, 2017, to the Teacher Retirement Plan were \$41,166 which is 4 percent of covered payroll. The employer rate, when combined with member contributions, is expected to finance the costs of benefits earned by members during the year, the cost of administration, as well as an amortized portion of any unfunded liability.

Pension Liabilities (Assets), Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

Pension liabilities (assets). At June 30, 2017, the Foundation reported an asset of \$19,735 for its proportionate share of net pension asset. The net pension asset was measured as of June 30, 2016, and the total pension asset used to calculate the net pension asset was determined by an actuarial value as of that date. The Foundation's proportion of the net pension asset was based on The Foundation's share of contributions to the pension plan relative to the contributions of all participating LEAs. At the measurement date of June 30, 2016, the Foundation's proportion was 0.189570 percent. The proportion measured as of June 30, 2015, was 0.135356 percent.

Pension expense. For the year ended June 30, 2017, the Foundation recognized pension expense of \$16,396.

Deferred outflows of resources and deferred inflows of resources. For the year ended June 30, 2017, the Foundation reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual experience	\$ 1,912	\$ 2,275
Net difference between projected and actual earnings on pension plan investments	3,231	-
Changes in proportion of Net Pension Liability (Asset)	-	1,521
Read Foundation's contributions subsequent to the measurement date of June 30, 2016	41,166	-
	<u>\$ 46,309</u>	<u>\$ 3,796</u>
Total		

The Foundation's employer contributions of \$41,166, reported as pension related deferred outflows of resources, subsequent to the measurement date, will be recognized as an increase of net pension liability (assets) in the year ended June 30, 2018. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year Ended June 30:	
2018	\$ 672
2019	672
2020	672
2021	518
2022	(174)
Thereafter	(1,013)

In the table above, positive amounts will increase pension expense, while negative amounts will decrease pension expense.

Actuarial assumptions. The total pension liability in the June 30, 2016, actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	3.0 percent
Salary increases	Graded salary ranges from 8.97 to 3.71 percent based on age, including inflation, averaging 4.25 percent
Investment rate of return	7.5 percent, net of pension plan investment expenses, including inflation
Cost-of Living Adjustment	2.5 percent

Mortality rates are customized based on the June 30, 2012, actuarial experience study and included some adjustment for expected future improvement in life expectancy.

The actuarial assumptions used in the June 30, 2015, actuarial valuation were based on the results of an actuarial experience study performed for the period July 1, 2008 through June 30, 2012. The demographic assumptions were adjusted to more closely reflect actual and expected future experience.

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees in conjunction with the June 30, 2012 actuarial experience study by considering the following three techniques: (1) the 25-year historical return of the TCRS at June 30, 2012, (2) the historical market returns of asset classes from 1926 to 2012 using the TCRS investment policy asset allocation, and (3) capital market projections that were utilized as a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. Four sources of capital market projections were blended and utilized in the third technique. The blended capital market projection established the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding inflation of 3 percent. The target allocation and best estimates of arithmetic real rates of return for each major asset class are summarized in the following table:

Asset Class	Long-Term Expected Real Rate of Return	Target Allocation
U.S. equity	6.46%	33%
Developed market international equity	6.26%	17%
Emerging market international equity	6.40%	5%
Private equity and strategic lending	4.61%	8%
U.S. fixed income	0.98%	29%
Real estate	4.73%	7%
Short-term investments	0.00%	1%
		<u>100%</u>

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees as 7.5 percent based on a blending of the three factors described above.

Discount rate. The discount rate used to measure the total pension liability was 7.5 percent. The projection of cash flows used to determine the discount rate assumed that employee contributions will be made at the current rate and that contributions from all LEAs will be made at the actuarially determined contribution rate pursuant to an actuarial valuation in accordance with the funding policy of the TCRS Board of Trustees and as required to be paid by state statute. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make projected future benefit payments of current active and inactive members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the proportionate share of net pension liability (asset) to changes in the discount rate. The following presents the Foundation's proportionate share of the net pension liability (asset) calculated using the discount rate of 7.5 percent, as well as what the Foundation's proportionate share of the net pension liability (asset) would be if it were calculated using a discount rate that is 1-percentage-point lower (6.5 percent) or 1-percentage-point higher (8.5 percent) than the current rate:

	1% Decrease (6.5%)	Current Discount Rate (7.5%)	1% Increase (8.5%)
Read Foundation's proportionate share of the net pension liability (asset)	\$ 9,319	\$ (19,735)	\$ (41,142)

Pension plan fiduciary net position. Detailed information about the pension plan's fiduciary net position is available in a separately issued TCRS financial report.

Payable to the Pension Plan

At June 30, 2017, the Foundation reported a payable of \$188 for the outstanding amount of contributions to the pension plan required at the year ended June 30, 2017.

401(k) Plan

The Teacher Retirement Plan provides a combination of a defined benefit plan and a defined contribution plan. The defined benefit portion of the Teacher Retirement Plan is managed by TCRS. The defined contribution assets are deposited into the State's 401(k) plan where the employees manage the investments within the 401(k) plan. Contributions are made on a tax-deferred basis. Employer contributions by the Foundation for the year ended June 30, 2017, to the 401(k) plan were \$51,458 which is 5 percent of covered payroll.

Note 10 – Reconciliation of Net Pension Assets and Liabilities at June 30, 2017

	Net Pension Asset	Deferred Outflows of Resources	Net Pension Liability	Deferred Inflows of Resources
Teacher Legacy Pension Plan	\$ -	\$ 459,671	\$ 135,893	\$ 205,603
Non-Teacher Retirement Plan	13,262	16,727	-	14,061
Teacher Retirement Plan (After June 30, 2014)	19,735	46,309	-	3,796
Total assets and liabilities	\$ 32,997	\$ 522,707	\$ 135,893	\$ 223,460

Note 11 – Risk Management

The Foundation is exposed to the normal risks of loss related to torts; theft or damage to, and destruction of assets; errors and omissions; injuries to employees; and natural disasters. The Foundation's policy is to minimize these risks through the purchase of commercial insurance. Settled claims have not exceeded the commercial insurance coverage in the past three years.

Required Supplementary Information

Schedule of Proportionate Share of the Net Pension Liability (Asset)*
Teacher Legacy Pension Plan of TCRS
 Last Fiscal Year Ended June 30

	<u>2016</u>
Memphis School of Excellence's proportion of the net pension liability (asset)	0.021745%
Memphis School of Excellence's proportionate share of the net pension liability (asset)	\$ 135,893
Memphis School of Excellence's covered payroll	\$ 784,941
Memphis School of Excellence's proportionate share of the net pension liability (asset) as a percentage of its covered payroll	17.31%
Plan fiduciary net position as a percentage of the total pension liability	97.14%

* GASB 68 requires a 10-year schedule for this data to be presented starting *with the implementation of GASB 68*. The information in this schedule is not required to be presented retroactively prior to the implementation date. Please refer to previously supplied data from the TCRS GASB website for prior year's data, if needed.

Schedule of Contributions
Teacher Legacy Pension Plan of TCRS
 Last Fiscal Year Ended June 30

	2016	2017
Contractually required	\$ 70,959	\$ 69,878
Contribution in relation to the contractually required contribution	70,959	69,878
Contribution deficiency (excess)	\$ -	\$ -
Memphis School of Excellence's covered payroll	\$ 784,941	\$ 772,987
Contributions as a percentage of Memphis School of Excellence's covered payroll	9.04%	9.04%

* GASB 68 requires a 10-year schedule for this data to be presented starting *with the implementation of GASB 68*. The information in this schedule is not required to be presented retroactively prior to the implementation date. Please refer to previously supplied data from the TCRS GASB website for prior year's data, if needed.

Schedule of Changes in Net Pension Liability (Asset) and Related Ratios*
Based on Participation in the Public Employee Pension Plan of TCRS – Non Teacher
 Last Fiscal Year Ending June 30

	2016
Total pension liability	
Service cost	\$ 5,620
Interest	19,995
Changes in benefit terms	-
Differences between actual & expected experience	(7,217)
Change of assumptions	-
Benefit payments, including refunds of employee contributions	(16,445)
Net change in total pension liability	1,953
Total pension liability - beginning	269,202
Total pension liability - ending (a)	271,155
Plan fiduciary net position	
Contributions - employer	\$ 5,405
Contributions - employee	2,917
Net investment income	7,455
Benefit payments, including refunds of employee contributions	(16,445)
Administrative expense	(115)
Other	386
Net change in plan fiduciary net position	(397)
Plan fiduciary net position - beginning	284,814
Plan fiduciary net position - ending (b)	284,417
Net Pension Liability (Asset) - ending (a) - (b)	\$ (13,262)
Plan fiduciary net position as a percentage of total pension liability	104.89%
Covered payroll	58,527
Net pension liability (asset) as a percentage of covered-employee payroll	-22.66%

* GASB 68 requires a 10-year schedule for this data to be presented starting with the implementation of GASB 68. The information in this schedule is not required to be presented retroactively prior to the implementation date. Please refer to previously supplied data from the TCRS GASB website for prior year's data, if needed.

Schedule of Contributions*
Based Upon Participation in the Public Employee Pension Plan of TCRS – Non Teacher
 Last Fiscal Year Ending June 30

	2016	2017
Actuarially required contribution	\$ 5,405	\$ 7,439
Contributions in relation to the actuarially determined contribution	5,405	7,439
Contribution deficiency (excess)	\$ -	\$ -
Covered payroll	\$ 58,527	\$ 80,248
Contributions as a percentage of covered payroll	9.24%	9.27%

* GASB 68 requires a 10-year schedule for this data to be presented starting *with the implementation of GASB 68*. The information in this schedule is not required to be presented retroactively prior to the implementation date. Please refer to previously supplied data from the TCRS GASB website for prior year's data, if needed.

Notes to Schedule

Valuation date: Actuarially determined contribution rates for 2017 were calculated based on June 30, 2015, actuarial valuation.

Methods and assumptions used to determine contribution rates:

Actuarial cost method	Frozen initial liability
Amortization method	Level dollar, closed (not to exceed 20 years)
Remaining amortization period	Varies by Year
Asset valuation	10-year smoothed within a 20 percent corridor to market value
Inflation	3.0 percent
Salary increases	Graded salary ranges from 8.97 to 3.71 percent based on age, including inflation
Investment Rate of Return	7.5 percent, net of investment expense, including inflation
Retirement age	Pattern of retirement determined by experience study
Mortality	Customized table based on actual experience including an adjustment for some anticipated improvement
Cost of Living Adjustments	2.5 percent

Schedule of Proportionate Share of the Net Pension Liability (Asset)*
Teacher Retirement Plan of TCRS
 Last Fiscal Year Ended June 30

	<u>2016</u>
Memphis School of Excellence's proportion of the net pension liability (asset)	0.189570%
Memphis School of Excellence's proportionate share of the net pension liability (asset)	\$ (19,735)
Memphis School of Excellence's covered payroll	\$ 834,118
Memphis School of Excellence's proportionate share of the net pension liability (asset) as a percentage of its covered payroll	-2.37%
Plan fiduciary net position as a percentage of the total pension liability	121.88%

* GASB 68 requires a 10-year schedule for this data to be presented starting *with the implementation of GASB 68*. The information in this schedule is not required to be presented retroactively prior to the implementation date. Please refer to previously supplied data from the TCRS GASB website for prior year's data, if needed.

Schedule of Contributions
Teacher Retirement Plan of TCRS
 Last Fiscal Year Ended June 30

	2016	2017
Contractually required contribution	\$ 20,880	\$ 41,166
Contribution in relation to the contractually required contribution	33,365	41,166
Contribution deficiency (excess)	\$ (12,485)	\$ -
Memphis School of Excellence's covered payroll	\$ 834,118	\$ 1,029,150
Contributions as a percentage of Memphis School of Excellence's covered payroll	4.00%	4.00%

* GASB 68 requires a 10-year schedule for this data to be presented starting *with the implementation of GASB 68*. The information in this schedule is not required to be presented retroactively prior to the implementation date. Please refer to previously supplied data from the TCRS GASB website for prior year's data, if needed.

Other Supplementary Information

Combining Schedule of Assets, Liabilities, and Fund Balances – Governmental Funds

June 30, 2017

	Governmental Activities			
	Memphis School of Excellence	Memphis School of Excellence Elementary School	Elimination	TOTAL
ASSETS				
Cash	\$ 582,082	\$ 140,156	\$ -	\$ 722,238
Grants receivable	14,504	-	-	14,504
Prepaid expenses	58,637	-	-	58,637
TOTAL ASSETS	\$ 655,223	\$ 140,156	\$ -	\$ 795,379
LIABILITIES				
Accounts payable	\$ 334,588	\$ -	\$ -	\$ 334,588
Accrued liabilities	30,230	-	-	30,230
TOTAL LIABILITIES	364,818	-	-	364,818
FUND BALANCE				
Non-spendable	58,637	-	-	58,637
Unassigned	231,768	140,156	-	371,924
TOTAL FUND BALANCE	290,405	140,156	-	430,561
TOTAL LIABILITIES AND FUND BALANCE	\$ 655,223	\$ 140,156	\$ -	\$ 795,379

**Combining Schedule of Revenues, Expenditures, and
Changes in Fund Balance – Governmental Funds**

For the Year Ended June 30, 2017

	General Funds			
	Memphis School of Excellence	Memphis School of Excellence Elementary School	Elimination	TOTAL
REVENUES:				
Shelby County Schools	\$ 4,076,530	\$ -	\$ -	\$ 4,076,530
Federal awards and contributions	257,780	-	-	257,780
Capital outlay	205,000	-	-	205,000
Other charges for services	116,391	-	(13,250)	103,141
TOTAL REVENUES	4,655,701	-	(13,250)	4,642,451
EXPENDITURES:				
Current:				
Salaries, wages, and benefits:				
Instructional	2,164,265	-	-	2,164,265
General and administrative	272,076	44,340	-	316,416
Instructional	1,138,122	18,406	-	1,156,528
General and administrative	303,268	56,064	(13,250)	346,082
Capital Outlay:				
Current expenditures	1,734,885	-	-	1,734,885
Debt Service:				
Principal payments on long-term debt	115,079	-	-	115,079
Interest	43,515	-	-	43,515
TOTAL EXPENDITURES	5,771,210	118,810	(13,250)	5,876,770
REVENUE OVER (UNDER) EXPENDITURES	(1,115,509)	(118,810)	-	(1,234,319)
OTHER FINANCIAL SOURCES				
Issuance of long-term debt	581,600	-	-	581,600
NET CHANGE IN FUND BALANCE	(533,909)	(118,810)	-	(652,719)
FUND BALANCE, Beginning of year	1,083,280	-	-	1,083,280
FUND BALANCE, End of year	\$ 549,371	\$ (118,810)	\$ -	\$ 430,561

***Schedule of Combined Expenditures of Federal Awards
and State Financial Assistance***

For the Year Ended June 30, 2017

Federal Grantor / Pass-through Grantor / Program Title	CFDA Number	Contract Number	Expenditures
<u>Federal Awards</u>			
U.S. Department of Education / Board of Education of the Shelby County Schools / Title I Grants to Local Educational Agencies	84.010	N/A	\$ 257,780
<u>State Financial Assistance</u>			
Tennessee Department of Education / Board of Education of the Shelby County Schools / ADA Per-Pupil Funding Allocation	N/A	N/A	4,076,530
Tennessee Department of Education / Board of Education of the Shelby County Schools / Capital Outlay Funding	N/A	N/A	205,000
Total State Financial Assistance			4,281,530
Total Federal Awards and State Financial Assistance			\$ 4,539,310

Note 1 - Basis of Presentation

The Schedule of Expenditures of Federal Awards and State Financial Assistance includes the federal and state grant activity of the Read Foundation and is presented on the accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of the State of Tennessee Department of Audit, Audit Manual. Therefore, some amounts presented in the schedule may differ from amounts presented in, or used in the preparation of, the basic financial statements.

Non-Financial Information

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

To the Board of Directors
Read Foundation
Memphis, Tennessee

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities and the major fund of the Read Foundation as of and for the year ended June 30, 2017, and the related notes to the financial statements, which collectively comprise the Read Foundation's basic financial statements, and have issued our report thereon dated November 13, 2017.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered the Read Foundation's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Read Foundation's internal control. Accordingly, we do not express an opinion on the effectiveness of the Read Foundation's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

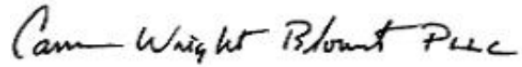
Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or, significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Read Foundation's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

A handwritten signature in black ink that reads "Cam Wright Blount PLLC". The signature is written in a cursive, flowing style.

Memphis, Tennessee
November 13, 2017

Schedule of Findings and Responses***For the Year Ended June 30, 2017***

There were no findings and/or responses for the fiscal year ended June 30, 2017.

Schedule of Prior Year Findings and Responses

June 30, 2017

There were no findings and/or responses for the fiscal year ended June 30, 2016.



**Memphis School of Excellence
Financial Statements
June 30, 2016**

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Patty Farmer, Treasurer

Fatih Sen, Secretary

Dr. Richard Potts

Bayram Demirbuga

ADMINISTRATIVE OFFICIALS

Muhammet Turkey, Executive Director

INDEPENDENT AUDITOR'S REPORT

To the Board of Directors
Memphis School of Excellence
Memphis, Tennessee

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities and the major fund of Memphis School of Excellence as of and for the year ended June 30, 2016, and the related notes to the financial statements, which collectively comprise Memphis School of Excellence's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and the major fund of Memphis School of Excellence, as of June 30, 2016, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis as listed in the table of contents be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Information

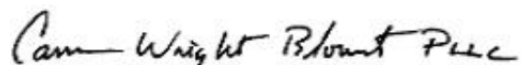
Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise Memphis School of Excellence's basic financial statements. The governance officials schedule and the schedule of expenditures of federal awards and state financial assistance are presented for purposes of additional analysis and are not a required part of the basic financial statements.

The schedule of expenditures of federal awards and state financial assistance is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards and state financial assistance is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

The governance officials schedule has not been subjected to the auditing procedures applied in the audit of the basic financial statements and, accordingly, we do not express an opinion or provide any assurance on it.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report, dated December 8, 2016, on our consideration of Memphis School of Excellence's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Memphis School of Excellence's internal control over financial reporting and compliance.



Memphis, Tennessee
December 8, 2016

The following Management's Discussion and Analysis (MD&A) of Memphis School of Excellence's (the "School") activities and financial performance provides the reader with an introduction and overview to the financial statements of the School for the year ended June 30, 2016. This information should be considered within the context of the accompanying financial statements and note disclosures.

OVERVIEW OF THE FINANCIAL STATEMENTS

Financial Highlights

- The assets of the School exceeded its liabilities at the end of the fiscal year by \$2,425,989 (net position).
- The School's total net position increased by \$651,861.
- The School's total expenses increased by \$460,794, primarily due to increase in general salaries and the addition of several new teachers during the fiscal year.

This financial report consists of a series of financial statements, notes to those statements, and required supplementary information. The statements are organized so that the reader can understand the School as a whole and then proceed to a detailed look at specific financial activities of the School.

Reporting the School as a Whole

The Statement of Net Position and Statement of Activities:

In general, users of these financial statements want to know if the School is better off or worse off as a result of the year's activities. The Statement of Net Position and Statement of Activities report information about the School as a whole and about the School's activities in a manner that helps to answer that question. These statements include all assets and liabilities using the accrual basis of accounting. Under the accrual basis, all of the current year's revenue and expenses are taken into consideration regardless of when cash is received or paid.

The Statement of Net Position reports the School's net position (total assets less total liabilities). Private sector entities would report retained earnings. The School's net position balance at year-end represents available resources for future growth. The Statement of Activities reports the change in net position as a result of activity during the year. Private sector entities have a similar report titled the statement of operations, which reports net income. It provides the user a tool to assist in determining the direction of the School's financial health during the year. Users will want to consider non-financial factors as well as the financial data in arriving at a conclusion regarding the overall health of the School.

Reporting the School's Funds

Fund Financial Statements:

The School's governmental fund financial statements, the Balance Sheet and the Statement of Revenues, Expenditures, and Changes in Fund Balances, provide detailed information about the School's most significant funds, not the School as a whole. Funds are established by the School to help manage money for particular purposes and compliance with various grant provisions.

The School's funds are categorized as "governmental funds." Governmental funds focus on how money flows into and out of the funds and the balances left at year-end that are available for spending in future periods. Fund financial statements are reported using an accounting method called "modified accrual" accounting, which measures cash and other financial assets that can readily be converted to cash. This basis of accounting is different from the accrual basis used in the school – wide financial statements to report on the School as a whole. The relationship between governmental activities, as reported in the Balance Sheet and the Statement of Revenues, Expenditures, and Changes in Fund Balances is reconciled following the basic financial statements.

FINANCIAL ANALYSIS

A summary of the School's financial position for its Governmental Activities is as follows:

	2016	2015	Increase (Decrease)
Assets	\$ 4,477,959	\$ 2,782,062	\$ 1,695,897
Liabilities	2,051,970	1,007,934	1,044,036
Net position			
Invested in capital assets	1,484,255	1,052,814	431,441
Unrestricted	941,734	721,314	220,420
Total net position	\$ 2,425,989	\$ 1,774,128	\$ 651,861

A summary of the School's operations from governmental activities is as follows:

	2016	2015	Increase (Decrease)
Revenues	\$ 4,159,192	\$ 3,877,941	\$ 281,251
Expenses	3,507,331	3,046,537	460,794
Change in net position	\$ 651,861	\$ 831,404	\$ (179,543)

Comparisons of the Statement of Revenue, Expenditures and Changes in Fund Balance – Governmental Funds are as follows:

Revenues

Funding for the School comes primarily through the per-pupil allocation from the Shelby County Schools' Board of Education. An analysis of the changes between the current year and prior year governmental activity revenues are as follows:

	2016	2015	Increase (Decrease)
Shelby County Schools	\$ 3,480,342	\$ 3,412,449	\$ 67,893
Federal and state awards and contributions	377,428	393,132	(15,704)
Other charges for services	301,422	72,360	229,062
Total	\$ 4,159,192	\$ 3,877,941	\$ 281,251

The variance for Memphis School of Excellence's per-pupil allocation is due to the increase in the School's enrollment, from an average of 441 students in the prior year to an average of 446 students in the current year. The Capital Outlay funds are based on student enrollment. Because of the increase in student enrollment in the current year, the School received more funding than in the previous year.

Federal awards consist of a Title I Grant for Tennessee Public Charter Schools. The School's Title I funding allocation increased in the current year.

Expenses

An analysis of the changes between the current year and prior year governmental funds expenses are as follows:

	2016	2015	Increase (Decrease)
Salaries, wages, and benefits			
Instructional	\$ 1,855,937	1,569,995	\$ 285,942
General and administrative	199,258	193,791	5,467
Other instructional	91,121	157,809	(66,688)
Food services	1,345	1,263	82
General and administrative	1,340,005	1,095,547	244,458
Debt service	19,665	28,132	(8,467)
Total	<u>\$ 3,507,331</u>	<u>\$ 3,046,537</u>	<u>\$ 460,794</u>

The increase in salaries, wages, and benefits is due to more teachers and other instructional staff employed during the current year because of the increase in enrollment.

Other instructional expenses increased in the current year due primarily to the increased need for the purchases of instructional supplies during the current year because of the increase in enrollment.

General and administration expenses include professional fees for accounting and other contracted services, professional development expenses, marketing, advertising, telephone and internet expense, repairs and maintenance, lease expenses, printing and office supplies. The current year decrease in general and administration expense is due to decreases in salaries.

ECONOMIC FACTORS

Significant economic factors affecting the School are as follows:

- The amount of State funding received per student for the year. This amount per student can fluctuate from year to year based on total funds available to the State and the number of students enrolled during the school year.
- The continued funding of other programs and grants.
- Inflationary pressure on utility rates, supplies, insurance, and other costs.
- Local labor supply and demand, which can affect salary and wage rates.

REQUEST FOR INFORMATION

This financial report is designed to provide a general overview of the School's finances for all those with an interest in the School. Questions concerning any of the information provided in this report may be addressed to the office of:

Memphis School of Excellence
4450 South Mendenhall Road, Suite 1
Memphis, Tennessee 38141
Telephone (901) 367-7814

Basic Financial Statements

*Statement of Net Position**June 30, 2016*

	Governmental Activities
Assets	
Cash	\$ 1,078,283
Grants receivable	36,156
Prepaid expenses	50,000
Net pension asset	21,598
Non-depreciable capital assets	1,012,063
Depreciable capital assets, net of accumulated depreciation	1,497,479
Total assets	3,695,579
Deferred outflows of resources	782,380
Liabilities	
Accounts payable	27,127
Accrued liabilities	54,032
Note payable - due in one year	940,000
Note payable - due in more than one year	85,287
Total liabilities	1,106,446
Deferred inflows of resources	945,524
Net position	
Net investment in capital assets	1,484,255
Unrestricted	941,734
Total net position	\$ 2,425,989

Statement of Activities

June 30, 2016

Governmental Activities	Total	Instructional and Student Services	General and Administrative	Debt Service
Program expenses :				
Employee compensation	\$2,055,195	\$ 1,855,937	\$ 199,258	\$ -
Office	141,418	-	141,418	-
Depreciation	239,983	230,384	9,599	-
Occupancy	933,064	895,741	37,323	-
Supplies	44,674	34,185	10,489	-
Staff development	15,436	1,231	14,205	-
Travel	11,936	11,936	-	-
Advertising	21,360	-	21,360	-
Other	24,065	22,711	1,354	-
Student services	535	535	-	-
Interest	19,665	-	-	19,665
Total expenses	3,507,331	3,052,660	435,006	19,665
Program revenues:				
Operating grants and contributions	192,428	192,428	-	-
Capital grants and contributions	185,000	185,000	-	-
Charges for services	301,422	301,422	-	-
Total program revenues	678,850	678,850	-	-
Net program expenses	(2,828,481)	<u>\$(2,373,810)</u>	<u>\$ (435,006)</u>	<u>\$ (19,665)</u>
General revenues:				
SCS per pupil allocations	3,480,342			
Change in net position	651,861			
Net position:				
Beginning of year	1,774,128			
Net position, end of year	<u>\$2,425,989</u>			

Balance Sheet – Governmental Funds**June 30, 2016**

		General Fund
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Assets		
Cash		\$ 1,078,283
Grants receivable		36,156
Prepaid expenses		50,000
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Total assets		\$ 1,164,439
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Liabilities and Fund Balance		
Liabilities:		
Accounts payable		\$ 27,127
Accrued liabilities		54,032
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Total liabilities		81,159
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Fund balance:		
Non-spendable		50,000
Unassigned		1,033,280
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Total fund balance		1,083,280
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Total liabilities and fund balance		\$ 1,164,439
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***Reconciliation of the Balance Sheet to the Statement
of Net Position – Governmental Activities***

June 30, 2016

	General Fund
Total governmental fund balance	\$ 1,083,280
Amounts reported for governmental activities in the Statement of Net Position are different because:	
Net pension asset is not carried on the General Fund Balance Sheet	21,598
Long-term debt is not due and payable in the current period and, therefore, is not reported in the general fund	(1,025,287)
Capital assets used in governmental activities are not financial resources and, therefore, are not reported in the funds.	2,509,542
Deferred outflows/inflows related to pensions are not reported in the General Fund Balance Sheet	(163,144)
Net position of governmental activities	\$ 2,425,989

**Statement of Revenues, Expenditures, and
Changes in Fund Balance – Governmental Fund**

For the Year Ended June 30, 2016

	General Fund
Revenues:	
Shelby County Schools	\$ 3,480,342
Federal awards and contributions	192,428
Capital outlay	185,000
Other charges for services	301,422
Total revenues	4,159,192
Expenditures:	
Current:	
Salaries, wages and benefits:	
Instructional	1,943,581
General and administration	210,950
Instructional expenses	966,339
General and administration	226,149
Capital outlay:	
Current expenditures	1,245,358
Debt service:	
Principal payments on notes payable	186,066
Interest	19,665
Total expenditures	4,798,108
Revenues over (under) expenditures	(638,916)
Other financial sources	
Issuance of note payable	760,000
Net change in fund balance	121,084
Fund Balance:	
Beginning of year	962,196
Fund balance - end of year	\$ 1,083,280

***Reconciliation of the Statement of Revenues,
Expenditures, and Changes in Fund Balance of
Governmental Funds to the Statement of Activities***

For the Year Ended June 30, 2016

	General Fund
Net change in fund balance - governmental funds	\$ 121,084
Amounts reported for governmental activities in the Statement of Activities are different because:	
GASB 68 negative pension expense is not reported in the Statement of Revenues, Expenditures and Changes in Fund Balance	99,336
Repayment of the principal of long-term debt consumes the current financial resources of governmental funds. These transactions do not have any effect on net assets	186,066
Issuance of long term debt provides the current financial resources to governmental funds. These transactions do not have an effect on net assets.	(760,000)
Capital outlays, reported as expenditures in governmental funds, are shown as capital assets on the Statement of Net Position	1,245,358
Depreciation expense on capital assets is included only in the governmental activities in the Statement of Activities	(239,983)
<u>Change in net position of governmental activities</u>	<u>\$ 651,861</u>

Note 1 - Summary of Significant Accounting Policies**Reporting Entity**

Memphis School of Excellence (the "School") was formed on September 3, 2009, as a Tennessee non-profit corporation. The Read Foundation (the "Foundation"), a Tennessee non-profit corporation, is the sponsor of the School. Pursuant to the provisions of the Tennessee Public Charter Schools Act of 2002 (the Act), T.C.A. Section 49-12-101, et seq., the School has been approved as a public charter school. Pursuant to the Act, public charter schools are part of the state's public education program offering an alternative means within the public school system for accomplishing necessary outcomes of education. The School, through the Read Foundation, as sponsor, entered into a Charter School Agreement with the Board of Education of the Shelby County Schools to operate a charter school in Memphis, Tennessee, for the purpose of operating an alternative school to improve the learning of students with special needs as specified in the Federal Individuals with Disabilities Education Act. The School, located at 4450 S. Mendenhall Road, Suite 1, Memphis, TN 38141, began classes on September 3, 2010 with grades sixth through ninth. The initial Charter School Agreement expires in October 1, 2020, and is subject to renewal at the discretion of the Board of Education for the Shelby County Schools.

Measurement focus, basis of accounting and presentation

The School, in accordance with the applicable Governmental Accounting Standards Board (GASB) statement, is considered a special-purpose governmental entity and is not a component unit of another governmental entity. Therefore, the financial statements have been prepared in the same manner as general-purpose governments.

The School's basic financial statements include both government-wide and fund financial statements.

The government-wide financial statements (i.e., the statements of net position and the statement of activities) report information on all the non-fiduciary activities of the primary government. Governmental activities normally are supported by taxes and inter-governmental revenues and are paid to the School through the Board of Education of the Shelby County Schools. The government-wide financial statements of the School have been prepared on the accrual basis of accounting. Under the accrual basis, revenues are recognized when earned and expenses are recognized when incurred.

The governmental fund financial statements are presented on the modified accrual basis of accounting. Revenues under the modified accrual basis are recognized when measurable and available. Revenues are considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, the School considers revenues to be available if they are collected within 60 days of the end of the current fiscal period. Expenditures generally are recorded when the related liability is incurred, as under accrual accounting.

Government-wide Financial Statements

In the government-wide statement of net position, activities are reported on a full accrual, economic resource basis, which recognizes all long-term assets and receivables as well as long-term debt and obligations. The statement of net position presents the financial condition of the School at year-end.

GASB Statement 63 requires the classification of net position into three components: invested in capital assets, net of related debt; restricted; and unrestricted. These classifications are defined as follows:

Net investment in capital assets – This component of net position consists of capital assets, including restricted capital assets, net of accumulated depreciation and reduced by outstanding balances (if any) of bonds, mortgages, notes or other borrowings that are attributable to the acquisition, construction or improvement of those assets. If there are significant unspent related debt proceeds at year end, the portion of the debt attributable to the unspent proceeds is not included in the calculation of invested in capital assets, net of related debt. Rather, that portion of the debt is included in the same net position component as the unspent proceeds.

Restricted – This component of net position consists of constraints placed on net position use through external constraints imposed by creditors (such as through debt covenants), contributors or laws or regulations of other governments or constraints imposed by law through constitutional provisions or enabling legislation.

Unrestricted – This component of net position consists of net position that do not meet the definition of restricted or invested in capital assets, net of related debt. When both restricted and unrestricted assets are available for use, it is the School's policy to utilize restricted assets first, then unrestricted assets as needed.

The government-wide statement of activities demonstrates the degree to which the direct expenses of a given function or program is offset by program revenues. Direct expenses are those that are clearly identifiable with a specific function or segment. Program revenues include 1) charges to students for lunches, school supplies, after school care, athletic programs, and other services; 2) grants and contributions that are restricted to meeting the operational or capital requirements of a particular function or segment; and 3) contributions that are generally unrestricted.

The primary sources of the School's revenue are from the following:

Shelby County Schools – The School receives funds from Shelby County Schools (SCS) based on a per-pupil allocation. The School received \$7,735 per-pupil and had an average of 446 students for the year ended June 30, 2016. The per-pupil allocation received for the year ended June 30, 2016, totaled \$3,480,342 and is included in the Shelby County Schools revenue.

Federal Awards – The School is a recipient of Title I and Planning and Implementation federal grant monies. The School recognizes grant income when it is earned. The School recognized \$192,428 in federal grant revenue for the year June 30, 2016. The School also received \$185,000 from the State of Tennessee Capital Outlay Grant, which was disbursed through the Board of Education of the Shelby County Schools.

Contributions – Contributions are recognized as support when they are pledged or received. The School reports gifts of cash and other assets as unrestricted support unless they are received with donor stipulations that limit the use of the donated assets.

Governmental Fund Financial Statements

The financial transactions of the School are reported in individual funds in the fund financial statements. Each fund is accounted for by providing a separate set of self-balancing accounts that comprise its assets, liabilities, reserves, fund equity, revenues and expenditures. The School reports the following major governmental fund:

The General Fund is the primary operating fund of the School and accounts for all financial resources of the general government, except those required to be accounted for in another fund, if any.

The governmental funds' focus is upon the determination of financial resources, their balance, sources and use, rather than upon net income. In accordance with the applicable GASB statement, the School classifies governmental fund balances as: non-spendable, restricted, committed, assigned and unassigned based on the level of constraints on the fund balances. When an expenditure is incurred in which both restricted and unrestricted funds are available for use, it is the School's policy to spend restricted funds first, then unrestricted funds. When an expenditure has been incurred for purposes in which multiple categories of unrestricted funds are available, it is the School's policy to spend funds in the following order, committed, then assigned, and lastly unassigned funds. The classifications of fund balances are defined as follows:

Non-spendable – This classification consists of fund balances that cannot be spent because they are either not in spendable form, for example, noncash amounts that are not expected to be converted to cash, or the funds are legally or contractually required to be maintained intact.

Restricted – This classification consists of fund balances with external constraints on use imposed by creditors (such as through debt covenants), contributors or laws or regulations of other governments or constraints imposed by law through constitutional provisions or enabling legislation.

Committed – This classification consists of fund balances that can only be used for specific purposes established by formal action of the School's Board of Directors, its highest level of decision making authority. Such commitments should include contractual obligations of fund assets. Fund balance commitments can only be removed by the same process of the same body employed to previously commit those amounts.

Assigned – This classification consists of all fund balances that are not in the general fund or classified as non-spendable, restricted, or committed. In addition, general fund balances that the School intends to use for specific purposes are classified as assigned. The School gives the authority to assign amounts for specific purposes to the School's office manager and personnel under the supervision of the school office manager tasked with financial recording responsibilities.

Unassigned – This classification consists of all fund balances in the general fund that are not reported as non-spendable, restricted, committed or assigned.

Other Accounting Policies

Cash and Cash Equivalents

The School considers deposits that can be redeemed on demand and investments that have original maturities of less than three months, when purchased, to be cash equivalents.

Grants Receivable

Grants Receivable represents amounts due from the State of Tennessee for reimbursement of expenses allocated to the Title I grant. An allowance for doubtful accounts is maintained based upon collection experience and a review of the collectability of specific outstanding receivables. Receivables are charged against the allowance when they are determined to be uncollectible by management. There is no allowance for doubtful accounts as of June 30, 2016, as management believes all amounts are collectible.

Capital Assets

Capital assets acquired by the School are considered to be owned by the School. However, State funding sources may maintain equitable interest in the capital assets purchased with grant monies as well as the right to determine the use of any proceeds from the sale of these assets. The State's equitable interest is in capital assets with an acquisition cost which equals or exceeds \$5,000 and an estimated useful life of more than one year. The costs of normal maintenance and repairs that do not add to the value of the asset or materially extend assets' lives are not capitalized. Capital assets purchased are stated at cost, if purchased, or the estimated value on the date received, if donated. Depreciation is computed using the straight-line method over the estimated useful lives of the assets and over the term of the lease for leasehold improvements, ranging from 3 to 20 years. The School follows the practice of capitalizing all expenditures for property and equipment items over \$1,500.

Accrued Compensated Absences

No accrual of compensated absences is necessary for the School's faculty/staff because the summer months, during which classes are not in session, are considered employees' vacation. The administrative employees of the School follow the same schedule as the employees of the charter school; therefore, no compensated absences accrual for any of the employees of the School is appropriate.

Income Taxes

The School has been determined to be exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code (IRC) as evidenced by a letter of determination dated September 17, 2009. As an exempt corporation, the School must operate in conformity with the IRC in order to maintain its tax-exempt status. The School is also exempt from state income tax. As of June 30, 2016, the following tax years remain open due to the applicable tax authority's ability to review and assess previously issued returns: federal – June 30, 2013, 2014, 2015 and 2016.

Pensions (Teacher Legacy Pension Plan; Teacher Retirement Plan; Public Employee Retirement Plan)

For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the above named plans in the Tennessee Consolidated Retirement System (TCRS) and additions to/deductions from the plan's fiduciary net position have been determined on the same basis as they are reported to the TCRS. For this purpose, benefits (including refunds of employee contributions) are recognized when due and payable in accordance with the benefits terms of the pension plans named above. Investments are reported at fair value.

Deferred Outflows / Inflows of Resources

As defined in GASB statement 63, in addition to assets, the statement of financial position will sometimes report a separate section for deferred outflows of resources. This separate financial statement element, *Deferred Outflows of Resources*, represents a consumption of net position that applies to a future period and so will not be recognized as an expense or expenditure until then. The School has no items that meet this criterion.

As defined in GASB statement 63, in addition to liabilities, the statement of net position will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, *Deferred Inflows of Resources*, represents an acquisition of net position that applies to a future period and so will not be recognized as revenue until then. The School has no items that meet the criterion for this category.

Obligations

In the government-wide financial statements, debt and other obligations are reported as liabilities in the applicable governmental activities and statement of net position.

In the fund financial statements, any obligations secured by capital assets would not be reflected as a liability.

Estimates and Uncertainties

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Concentrations

Approximately 83% of the School's funding during the year ended June 30, 2016, was from the Board of Education of Shelby County Schools for their per-pupil allocation.

Events occurring after reporting date

The School has evaluated subsequent events for potential recognition and disclosure through December 8, 2016, the date that the financial statements were approved for issuance.

Note 2 – Deposits with Financial Institutions

At June 30, 2016, the School's carrying amount of deposits was \$1,078,283 and the bank balances totaled \$1,085,452. Accounts at the institution are insured by the Federal Deposit Insurance Company up to an aggregate of \$250,000, therefore the school maintains its bank account at a banking institution that is included as a Collateral Pool Participant, which provides collateral coverage for public funds deposits in excess of \$250,000.

Note 3 – Capital Assets

Capital asset activity was as follows:

	June 30, 2015	Additions	Disposals	June 30, 2016
Non-depreciable capital assets:				
Construction in process	\$ -	\$ 1,012,063	\$ -	\$ 1,012,063
Total non-depreciable capital assets, net	-	1,012,063	-	1,012,063
Depreciable capital assets:				
Leasehold improvements	2,231,697	173,085	-	2,404,782
Furniture and equipment	255,384	60,210	-	315,594
Total depreciable capital assets	2,487,081	233,295	-	2,720,376
Less accumulated depreciation:				
Leasehold improvements	(822,868)	(204,558)	-	(1,027,426)
Furniture and equipment	(160,046)	(35,425)	-	(195,471)
Total accumulated depreciation	(982,914)	(239,983)	-	(1,222,897)
Total depreciable capital assets, net	1,504,167	(6,688)	-	1,497,479
Total capital assets, net	\$ 1,504,167	\$ 1,005,375	\$ -	\$ 2,509,542

Depreciation expense was charged to:

Governmental Activities:	
Instructional	\$ 230,384
General and Administrative	9,599
Total depreciation expense - governmental activities	\$ 239,983

Note 4 – Operating Leases

The School leases office and instructional facilities under a lease agreement which will expire July 2020. Rent expenses under this lease totaled \$496,465 for the year ended June 30, 2016. The School also leases certain equipment which will expire between June 2018 and April 2020. Rent expense under these leases totaled \$12,883 for the year ended June 30, 2016.

Future minimum lease payments required under these leases for the years ending June 30 are as follows:

2017	\$ 536,586
2018	552,841
2019	556,780
2020	573,173
2021	47,685
	<u>\$ 2,267,065</u>

Note 5 – Note payable

The School has a \$265,287 note payable to a construction company payable in monthly installments of \$14,800 including interest at 4% per annum, maturing December 2017, collateralized by certain equipment. The School also has a \$760,000 short-term payable to bank that will be due January 1, 2017, which is currently being renegotiated into a construction loan and has yet to be finalized (see note 12).

	Beginning Balance	Increase	Decrease	Ending Balance	Due within One Year
Note payable transactions for the year	\$ 451,353	\$ 760,000	\$ (186,066)	\$ 1,025,287	\$ 940,000

Future minimum principal payments for the years ending June 30 are as follows:

2017	\$ 940,000
2018	<u>85,287</u>
	<u>\$1,025,287</u>

Note 6 – Commitments

On July 1, 2013, the School entered into an educational professional services agreement with Harmony Public School, a Texas-based non-profit organization, to provide management and consulting services, training and providing ongoing professional development to the School in all areas within the charter school system. The contract is a three year agreement which expired June 30, 2016. The School agreed to pay Harmony Public School an annual fee of \$15,000 per year. As of June 30, 2016, the contract has been extended an additional three years which will expire on June 30, 2019, with all of the above terms and annual fee remaining the same.

On December 31, 2014, the School entered into an educational professional services agreement with Teach for America, a Connecticut-based non-profit organization for recruiting, selecting, training and providing ongoing professional development to teachers within the charter school system. The School agrees to hire a minimum of five (5) teachers from the Teach for America program for the academic years ending 2016, 2017, and 2018. The School agrees to pay Teach for America an annual fee of \$5,000 for each year that teacher is employed. The School paid \$45,000 under this agreement for the year ended June 30, 2016.

Note 7 - Teacher Legacy Pension Plan**General Information about the Pension Plan**

Plan description. Teachers with membership in the Tennessee Consolidated Retirement System (TCRS) before July 1, 2014, of Memphis School of Excellence are provided with pensions through the Teacher Legacy Pension Plan, a cost sharing multiple-employer pension plan administered by the TCRS. The Teacher Legacy Pension Plan closed to new membership on June 30, 2014, but will continue providing benefits to existing members and retirees. Beginning July 1, 2014, the Teacher Retirement Plan became effective for teachers employed by the School after June 30, 2014.

The Teacher Retirement Plan is a separate cost-sharing, multiple-employer defined benefit plan. The TCRS was created by state statute under Tennessee Code Annotated Title 8, Chapters 34-37. The TCRS Board of Trustees is responsible for the proper operation and administration of all employer pension plans in the TCRS. The Tennessee Treasury Department, an agency in the legislative branch of state government, administers the plans of the TCRS. The TCRS issues a publically available financial report that can be obtained at www.treasury.tn.gov/tcrs.

Benefits provided. Tennessee Code Annotated Title 8, Chapters 34-37 establishes the benefit terms and can be amended only by the Tennessee General Assembly. Members of the Teacher Legacy Pension Plan are eligible to retire with an unreduced benefit at age 65 with 5 years of service credit or pursuant to the rule of 90 in which the member's age and service credit total 90. Benefits are determined by a formula using the member's highest five consecutive year average compensation and the member's years of service credit. A reduced early retirement benefit is available at age 60 and vested or pursuant to the rule of 80. Members are vested with five years of service credit. Service related disability benefits are provided regardless of length of service. Five years of service is required for non-service related disability eligibility. The service related and non-service related disability benefits are determined in the same manner as a service retirement benefit but are reduced 10 percent and include projected service credits. A variety of death benefits are available under various eligibility criteria. Member and beneficiary annuitants are entitled to automatic cost of living adjustments (COLAs) after retirement. A COLA is granted each July for annuitants retired prior to the 2nd of July of the previous year. The COLA is based on the change in the consumer price index (CPI) during the prior calendar year, capped at 3 percent, and applied to the current benefit. No COLA is granted if the change in the CPI is less than one-half percent. A one percent COLA is granted if the CPI change is between one-half percent and one percent. A member who leaves employment may withdraw their employee contributions, plus any accumulated interest. Under the Teacher Legacy Pension Plan, benefit terms and conditions, including COLAs, can be adjusted on a prospective basis. Moreover, there are defined cost controls and unfunded liability controls that provide for the adjustment of benefit terms and conditions on an automatic basis.

Contributions. Contributions for teachers are established in the statutes governing the TCRS and may only be changed by the Tennessee General Assembly or automatic cost controls set out by law. Teachers contribute 5 percent of salary. The School makes employer contributions at the rate set by the Board of Trustees as determined by an actuarial valuation. Per the statutory provisions governing the TCRS, the employer contribution rate cannot be less than 4 percent, except in years when the maximum funded level, as established by the TCRS Board of Trustees, is reached. By law, employer contributions for the Teacher Legacy Pension Plan are required to be paid. TCRS may intercept the state shared taxes of the sponsoring governmental entity of the School if the required employer contributions are not remitted. Employer contributions by Memphis School of Excellence for the year ended June 30, 2016, to the Teacher Legacy Pension Plan were \$91,917 which is 9.04 percent of covered payroll. The employer rate, when combined with member contributions, is expected to finance the costs of benefits earned by members during the year, the cost of administration, as well as an amortized portion of any unfunded liability.

Pension Liabilities (Assets), Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

Pension liabilities (assets). At June 30, 2016, Memphis School of Excellence reported a liability of \$11,126 for its proportionate share of net pension liability. The net pension liability was measured as of June 30, 2015, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of that date. Memphis School of Excellence's proportion of the net pension liability was based on Memphis School of Excellence's share of contributions to the pension plan relative to the contributions of all LEAs. At the measurement date of June 30, 2015, Memphis School of Excellence's proportion was 0.027161 percent. The proportion measured as of June 30, 2014 was 0.000000 percent.

Negative pension expense. For the year ended June 30, 2016, Memphis School of Excellence recognized negative pension expense of \$9,393.

Deferred outflows of resources and deferred inflows of resources. For the year ended June 30, 2016, Memphis School of Excellence reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual experience	\$ 8,929	\$ 173,181
Net difference between projected and actual earnings on pension plan investments	200,904	272,738
Changes in proportion of Net Pension Liability (Asset)	290,435	-
Memphis School of Excellence's contributions subsequent to the measurement date of June 30, 2015	43,893	-
Total	<u>\$ 544,161</u>	<u>\$ 445,919</u>

Memphis School of Excellence employer contributions of \$135,810, reported as pension related deferred outflows of resources, subsequent to the measurement date, will be recognized as an increase in net pension liability (asset) in the year ended June 30, 2017. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year Ended June 30:

2017	\$ (15,450)
2018	(15,450)
2019	(15,450)
2020	75,463
2021	25,237
Thereafter	-

In the table above, positive amounts will increase pension expense, while negative amounts will decrease pension expense.

Actuarial assumptions. The total pension liability in the June 30, 2015 actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	3.0 percent
Salary increases	Graded salary ranges from 8.97 to 3.71 percent based on age, including inflation, averaging 4.25 percent
Investment rate of return	7.5 percent, net of pension plan investment expenses, including inflation
Cost-of Living Adjustment	2.5 percent

Mortality rates are customized based on the June 30, 2012, actuarial experience study and included some adjustment for expected future improvement in life expectancy. The actuarial assumptions used in the June 30, 2015, actuarial valuation were based on the results of an actuarial experience study performed for the period July 1, 2008 through June 30, 2012. The demographic assumptions were adjusted to more closely reflect actual and expected future experience.

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees in conjunction with the June 30, 2012 actuarial experience study by considering the following three techniques: (1) the 25-year historical return of the TCRS at June 30, 2012, (2) the historical market returns of asset classes from 1926 to 2012 using the TCRS investment policy asset allocation, and (3) capital market projections that were utilized as a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. Four sources of capital market projections were blended and utilized in the third technique. The blended capital market projection established the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding inflation of 3 percent. The target allocation and best estimates of arithmetic real rates of return for each major asset class are summarized in the following table:

Asset Class	Long-Term Expected Real Rate of Return	Target Allocation
U.S. equity	6.46%	33%
Developed market international equity	6.26%	17%
Emerging market international equity	6.40%	5%
Private equity and strategic lending	4.61%	8%
U.S. fixed income	0.98%	29%
Real estate	4.73%	7%
Short-term investments	0.00%	1%
		<u>100%</u>

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees as 7.5 percent based on a blending of the three factors described above.

Discount rate. The discount rate used to measure the total pension liability was 7.5 percent. The projection of cash flows used to determine the discount rate assumed that employee contributions will be made at the current rate and that contributions from the all LEAs will be made at the actuarially determined contribution rate pursuant to an actuarial valuation in accordance with the funding policy of the TCRS Board of Trustees and as required to be paid by state statute. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make projected future benefit payments of current active and inactive members. Therefore, the

long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the proportionate share of net pension liability (asset) to changes in the discount rate. The following presents Memphis School of Excellence's proportionate share of the net pension liability (asset) calculated using the discount rate of 7.5 percent, as well as what Memphis School of Excellence's proportionate share of the net pension liability (asset) would be if it were calculated using a discount rate that is 1-percentage-point lower (6.5 percent) or 1-percentage-point higher (8.5 percent) than the current rate:

1% Decrease (6.5%)	Current Discount Rate (7.5%)	1% Increase (8.5%)
<hr/>		
\$ 758,545	\$ 11,126	\$ (607,649)

Pension plan fiduciary net position. Detailed information about the pension plan's fiduciary net position is available in a separately issued TCRS financial report.

Payable to the Pension Plan

At June 30, 2016, Memphis School of Excellence reported a payable of \$43,599 for the outstanding amount of contributions to the pension plan required at the year ended June 30, 2016.

Note 8 – Non-Teacher Retirement Plan

General Information about the Pension Plan

Plan description. Employees of Memphis School of Excellence are provided a defined benefit pension plan through the Public Employee Retirement Plan, an agent multiple-employer pension plan administered by the TCRS. The TCRS was created by state statute under Tennessee Code Annotated Title 8, Chapters 34-37. The TCRS Board of Trustees is responsible for the proper operation and administration of the TCRS. The Tennessee Treasury Department, an agency in the legislative branch of state government, administers the plans of the TCRS. The TCRS issues a publically available financial report that can be obtained at www.treasury.tn.gov/tcrs.

Benefits provided. Tennessee Code Annotated Title 8, Chapters 34-37 establishes the benefit terms and can be amended only by the Tennessee General Assembly. The chief legislative body may adopt the benefit terms permitted by statute. Members are eligible to retire with an unreduced benefit at age 60 with 5 years of service credit or after 30 years of service credit regardless of age. Benefits are determined by a formula using the member's highest five consecutive year average compensation and the member's years of service credit. Reduced benefits for early retirement are available at age 55 and vested. Members vest with five years of service credit. Service related disability benefits are provided regardless of length of service. Five years of service is required for non-service related disability eligibility. The service related and non-service related disability benefits are determined in the same manner as a service retirement benefit but are reduced 10 percent and include projected service credits. A variety of death benefits are available under various eligibility criteria.

Member and beneficiary annuitants are entitled to automatic cost of living adjustments (COLAs) after retirement. A COLA is granted each July for annuitants retired prior to the 2nd of July of the previous year. The COLA is based on the change in the consumer price index (CPI) during the prior calendar year, capped at 3 percent, and applied to the current benefit. No COLA is granted if the change in the CPI is less than one-half percent. A one percent COLA is granted if the CPI change is between one-half percent and one percent. A member who leaves employment may withdraw their employee contributions, plus any accumulated interest.

Employees covered by benefit terms. At the measurement date of June 30, 2015, the following employees were covered by the benefit terms:

Inactive employees or beneficiaries currently receiving benefits	4,069
Inactive employees entitled to but not yet receiving benefits	6,771
Active employees	<u>4,268</u>
	<u>15,108</u>

Contributions. Contributions for employees are established in the statutes governing the TCRS and may only be changed by the Tennessee General Assembly. Employees contribute 5 percent of salary. Memphis School of Excellence makes employer contributions at the rate set by the Board of Trustees as determined by an actuarial valuation. For the year ended June 30, 2015, the Actuarially Determined Contribution (ADC) for Memphis School of Excellence was \$11,692 based on a rate of 9.27% percent of covered payroll. By law, employer contributions are required to be paid. The TCRS may intercept Memphis School of Excellence's state shared taxes if required employer contributions are not remitted. The employer's ADC and member contributions are expected to finance the costs of benefits earned by members during the year, the cost of administration, as well as an amortized portion of any unfunded liability.

Net Pension Liability (Asset)

The School's net pension liability (asset) was measured as of June 30, 2015, and the total pension liability used to calculate net pension liability (asset) was determined by an actuarial valuation as of that date.

Actuarial assumptions. The total pension liability in the June 30, 2015 actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	3.0 percent
Salary increases	Graded salary ranges from 8.97 to 3.71 percent based on age, including inflation, averaging 4.25 percent
Investment rate of return	7.5 percent, net of pension plan investment expenses, including inflation
Cost-of Living Adjustment	2.5 percent

Mortality rates were based on actual experience from the June 30, 2012, actuarial experience study adjusted for some of the expected future improvement in life expectancy.

The actuarial assumptions used in the June 30, 2015, actuarial valuation were based on the results of an actuarial experience study performed for the period July 1, 2008 through June 30, 2012. The demographic assumptions were adjusted to more closely reflect actual and expected future experience.

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees in conjunction with the June 30, 2012 actuarial experience study by considering the following three techniques: (1) the 25-year historical return of the TCRS at June 30, 2012, (2) the historical market returns of asset classes from 1926 to 2012 using the TCRS investment policy asset allocation, and (3) capital market projections that were utilized as a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. Four sources of capital market projections were blended and utilized in the third technique. The blended capital market projection established the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding inflation of 3 percent.

The target allocation and best estimates of arithmetic real rates of return for each major asset class are summarized in the following table:

Asset Class	Long-Term Expected	
	Real Rate of Return	Target Allocation
U.S. equity	6.46%	33%
Developed market international equity	6.26%	17%
Emerging market international equity	6.40%	5%
Private equity and strategic lending	4.61%	8%
U.S. fixed income	0.98%	29%
Real estate	4.73%	7%
Short-term investments	0.00%	1%
		<hr/> 100%

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees as 7.5 percent based on a blending of the three factors described above.

Discount rate. The discount rate used to measure the total pension liability was 7.5 percent. The projection of cash flows used to determine the discount rate assumed that employee contributions will be made at the current rate and that contributions from the School will be made at the ADC rate pursuant to an actuarial valuation in accordance with the funding policy of the TCRS Board of Trustees and as required to be paid by state statute. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make projected future benefit payments of current active and inactive members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Changes in the Net Pension Liability (Asset)

	Increase (Decrease)		
	Total Pension Liability (a)	Plan Fiduciary Net Position (b)	Net Pension Liability (Asset) (a) - (b)
Balance at 6/30/14	\$ 261,347	\$ 284,956	\$ (23,609)
Changes for the year:			
Service cost	5,728	-	5,728
Interest	19,398	-	19,398
Differences between expected and actual experience	(412)	-	(412)
Contributions - employer	-	5,289	(5,289)
Contributions - employees	-	2,853	(2,853)
Net investment income	-	8,653	(8,653)
Other	-	-	-
Benefit payments, including refunds of employee contributions	(16,860)	(16,860)	-
Administrative expense	-	(77)	77
Net changes	7,854	(142)	7,996
Balance at 6/30/15	\$ 269,201	\$ 284,814	\$ (15,613)

Sensitivity of the net pension liability (asset) to changes in the discount rate. The following presents the net pension liability (asset) of the School calculated using the discount rate of 7.5 percent, as well as what the net pension liability (asset) would be if it were calculated using a discount rate that is 1-percentage-point lower (6.5 percent) or 1-percentage-point higher (8.5 percent) than the current rate:

	1% Decrease (6.5%)	Current Discount Rate (7.5%)	1% Increase (8.5%)
Memphis School of Excellence's proportionate share of the net pension liability (asset)	\$ 16,573	\$ (15,613)	\$ (42,536)

Negative Pension Expense and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

Negative pension expense. For the year ended June 30, 2016, Memphis School of Excellence recognized negative pension expense of \$3,493.

Deferred outflows of resources and deferred inflows of resources. For the year ended June 30, 2016, Memphis School of Excellence reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual experience	\$ -	\$ (330)
Net difference between projected and actual earnings on pension plan investments	9,911	7,197
Contributions subsequent to the measurement date of June 30, 2015	6,403	-
Total	<u>\$ 16,314</u>	<u>\$ 6,867</u>

The amount shown above for "Contributions subsequent to the measurement date of June 30, 2015," will be recognized as a reduction (increase) to net pension liability (asset) in the following measurement period.

Amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year Ended June 30:	
2017	\$(4,802)
2018	(4,802)
2019	(4,802)
2020	(285)
2021	-
Thereafter	-

In the table above, positive amounts will increase pension expense, while negative amounts will decrease pension expense.

Payable to the Pension Plan

At June 30, 2016, Memphis School of Excellence reported a payable of \$0 for the outstanding amount of contributions to the pension plan required at the year ended June 30, 2016.

Note 9 – Teacher Retirement Plan (After June 30, 2014)**General Information about the Pension Plan**

Plan description. Teachers with membership in the Tennessee Consolidated Retirement System (TCRS) before July 1, 2014, of Memphis School of Excellence are provided with pensions through the Teacher Legacy Pension Plan, a cost sharing multiple-employer pension plan administered by the TCRS. The Teacher Legacy Pension Plan closed to new membership on June 30, 2014, but will continue providing benefits to members and retirees. Beginning July 1, 2014, the Teacher Retirement Plan became effective for teachers employed by LEAs after June 30, 2014. The Teacher Retirement Plan is a cost sharing, multiple-employer defined benefit plan. The TCRS was created by state statute under Tennessee Code Annotated Title 8, Chapters 34-37. The TCRS Board of Trustees is responsible for the proper operation and administration of all employer pension plans in the TCRS. The Tennessee Treasury Department, an agency in the legislative branch of state government, administers the plans of the TCRS. The TCRS issues a publically available financial report that can be obtained at www.treasury.tn.gov/tcrs.

Benefits provided. Tennessee Code Annotated Title 8, Chapters 34-37 establishes the benefit terms and can be amended only by the Tennessee General Assembly. Members of the Teacher Retirement Plan are eligible to retire with an unreduced benefit at age 65 with 5 years of service credit or pursuant to the rule of 90 in which the member's age and service credit total 90. Benefits are determined by a formula using the member's highest five consecutive year average compensation and the member's years of service credit. A reduced early retirement benefit is available at age 60 and vested or pursuant to the rule of 80. Members are vested with five years of service credit. Service related disability benefits are provided regardless of length of service. Five years of service is required for non-service related disability eligibility. The service related and non-service related disability benefits are determined in the same manner as a service retirement benefit but are reduced 10 percent and include projected service credits. A variety of death benefits are available under various eligibility criteria. Member and beneficiary annuitants are entitled to automatic cost of living adjustments (COLAs) after retirement. A COLA is granted each July for annuitants retired prior to the 2nd of July of the previous year.

The COLA is based on the change in the consumer price index (CPI) during the prior calendar year, capped at 3 percent, and applied to the current benefit. No COLA is granted if the change in the CPI is less than one-half percent. A one percent COLA is granted if the CPI change is between one-half percent and one percent. A member who leaves employment may withdraw their employee contributions, plus any accumulated interest. Under the Teacher Retirement Plan, benefit terms and conditions, including COLA, can be adjusted on a prospective basis. Moreover, there are defined cost controls and unfunded liability controls that provide for the adjustment of benefit terms and conditions on an automatic basis.

Contributions. Contributions for teachers are established in the statutes governing the TCRS and may only be changed by the Tennessee General Assembly or by automatic cost controls set out in law. Teachers contribute 5 percent of salary. The School makes employer contributions at the rate set by the Board of Trustees as determined by an actuarial valuation. Per the statutory provisions governing the TCRS, the employer contribution rate cannot be less than 4 percent, except for in years when the maximum funded level, approved by the TCRS Board of Trustees, is reached. By law, employer contributions for the Teacher Retirement Plan are required to be paid. TCRS may intercept the state shared taxes of the sponsoring governmental entity of the School if the required employer contributions are not remitted. Employer contributions by Memphis School of Excellence for the year ended June 30, 2016, to the Teacher Retirement Plan were \$11,486 which is 4 percent of covered payroll. The employer rate, when combined with member contributions, is expected to finance the costs of benefits earned by members during the year, the cost of administration, as well as an amortized portion of any unfunded liability.

Pension Liabilities (Assets), Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

Pension liabilities (assets). At June 30, 2016, Memphis School of Excellence reported an asset of \$5,560 for its proportionate share of net pension asset. The net pension asset was measured as of June 30, 2015, and the total pension asset used to calculate the net pension asset was determined by an actuarial valuation as of that date. Memphis School of Excellence's proportion of the net pension asset was based on Memphis School of Excellence's share of contributions to the pension plan relative to the contributions of all participating LEAs. At the measurement date of June 30, 2015, Memphis School of Excellence's proportion was 0.138209 percent.

Pension expense. For the year ended June 30, 2016, Memphis School of Excellence recognized pension expense of \$7,287.

Deferred outflows of resources and deferred inflows of resources. For the year ended June 30, 2016, Memphis School of Excellence reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual experience	\$ -	\$ (1,810)
Net difference between projected and actual earnings on pension plan investments	449	-
Memphis School of Excellence's contributions subsequent to the measurement date of June 30, 2015	(7,164)	-
Total	<u>\$ (6,715)</u>	<u>\$ (1,810)</u>

Memphis School of Excellence's employer contributions of \$4,322, reported as pension related deferred outflows of resources, subsequent to the measurement date, will be recognized as an increase of net pension liability (assets) in the year ended June 30, 2017. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year Ended June 30:	
2017	\$ (38)
2018	(38)
2019	(38)
2020	(38)
2021	(151)
Thereafter	(1,056)

In the table above, positive amounts will increase pension expense, while negative amounts will decrease pension expense.

Actuarial assumptions. The total pension liability in the June 30, 2015 actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	3.0 percent
Salary increases	Graded salary ranges from 8.97 to 3.71 percent based on age, including inflation, averaging 4.25 percent
Investment rate of return	7.5 percent, net of pension plan investment expenses, including inflation
Cost-of Living Adjustment	2.5 percent

Mortality rates are customized based on the June 30, 2012, actuarial experience study and included some adjustment for expected future improvement in life expectancy. The actuarial assumptions used in the June 30, 2015, actuarial valuation were based on the results of an actuarial experience study performed for the period July 1, 2008 through June 30, 2012. The demographic assumptions were adjusted to more closely reflect actual and expected future experience.

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees in conjunction with the June 30, 2012 actuarial experience study by considering the following three techniques: (1) the 25-year historical return of the TCRS at June 30, 2012, (2) the historical market returns of asset classes from 1926 to 2012 using the TCRS investment policy asset allocation, and (3) capital market projections that were utilized as a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. Four sources of capital market projections were blended and utilized in the third technique. The blended capital market projection established the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding inflation of 3 percent. The target allocation and best estimates of arithmetic real rates of return for each major asset class are summarized in the following table:

Asset Class	Long-Term Expected Real Rate of Return	Target Allocation
U.S. equity	6.46%	33%
Developed market international equity	6.26%	17%
Emerging market international equity	6.40%	5%
Private equity and strategic lending	4.61%	8%
U.S. fixed income	0.98%	29%
Real estate	4.73%	7%
Short-term investments	0.00%	1%
		<u>100%</u>

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees as 7.5 percent based on a blending of the three factors described above.

Discount rate. The discount rate used to measure the total pension liability was 7.5 percent. The projection of cash flows used to determine the discount rate assumed that employee contributions will be made at the current rate and that contributions from the all LEAs will be made at the actuarially determined contribution rate pursuant to an actuarial valuation in accordance with the funding policy of the TCRS Board of Trustees and as required to be paid by state statute. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make projected future benefit payments of current active and inactive members.

Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the proportionate share of net pension liability (asset) to changes in the discount rate. The following presents Memphis School of Excellence's proportionate share of the net pension liability (asset) calculated using the discount rate of 7.5 percent, as well as what Memphis School of Excellence's proportionate share of the net pension liability (asset) would be if it were calculated using a discount rate that is 1-percentage-point lower (6.5 percent) or 1-percentage-point higher (8.5 percent) than the current rate:

	1% Decrease (6.5%)	Current Discount Rate (7.5%)	1% Increase (8.5%)
Memphis School of Excellence's proportionate share of the net pension liability (asset)	\$ 986	\$ (5,560)	\$ (10,361)

Pension plan fiduciary net position. Detailed information about the pension plan's fiduciary net position is available in a separately issued TCRS financial report.

Payable to the Pension Plan

At June 30, 2016, Memphis School of Excellence reported a payable of \$7,106 for the outstanding amount of contributions to the pension plan required at the year ended June 30, 2016.

Note 10 – Reconciliation of Net Pension Assets and Liabilities at June 30, 2016

	Net Pension Asset (Liability)	Asset Deferred Outflows of Resources	Liability Deferred Inflows of Resources
Beginning balance July 1, 2015	\$ 35,160	\$228,620	\$(504,662)
Teacher Legacy Pension Plan	(11,126)	544,161	(445,919)
Non-Teacher Retirement Plan	(7,996)	16,314	6,867
Teacher Retirement Plan (After June 30, 2014)	5,560	(6,715)	(1,810)
Total assets and liabilities	\$ 21,598	\$782,380	\$(945,524)

Note 11 – Risk Management

The School is exposed to the normal risks of loss related to torts; theft or damage to, and destruction of assets; errors and omissions; injuries to employees; and natural disasters. The School's policy is to minimize these risks through the purchase of commercial insurance. Settled claims have not exceeded the commercial insurance coverage in the past three years.

Note 12 – Subsequent Events

As of December 8, 2016, the School is still negotiating a construction loan with a bank that would incorporate the \$760,000 short-term debt that will become due January 1, 2017. The total amount of the loan would be approximately \$2,000,000. The School is also in the final stages with an architecture firm to renovate the newly purchased elementary school building for approximately \$1,500,000.

Required Supplemental Schedules

**Schedule of Memphis School of Excellence's Proportionate Share of the Net Pension Asset
Teacher Legacy Pension Plan of TCRS**

	<u>2016</u>
Memphis School of Excellence's proportion of the net pension liability (asset)	0.271610%
Memphis School of Excellence's proportionate share of the net pension liability (asset)	\$ 11,126
Memphis School of Excellence's covered payroll	\$ 1,016,779
Memphis School of Excellence's proportionate share of the net pension liability (asset) as a percentage of its covered payroll	1.094257%
Plan fiduciary net position as a percentage of the total pension liability	99.81%

*The amounts presented were determined as of June 30 of the prior fiscal year.

This is a 10-year schedule. However, the information in this schedule is not required to be presented retroactively. Years will be added to this schedule in future years until 10 years of information is available.

**Schedule of Memphis School of Excellence's Contributions
Teacher Legacy Pension Plan of TCRS**

	2015	2016
Contractually required	\$ 91,917	\$ 135,810
Contribution in relation to the contractually required contribution	91,917	135,810
Contribution deficiency (excess)	\$ -	\$ -
Memphis School of Excellence's covered payroll	\$1,016,779	\$1,502,323
Contributions as a percentage of Memphis School of Excellence's covered payroll	9.04%	9.04%

This is a 10-year schedule. However, the information in this schedule is not required to be presented retroactively. Years will be added to this schedule in future years until 10 years of information is available.

**Schedule of Changes in Net Pension Liability (Asset) and Related Ratios Based on Participation in
the Public Employee Pension Plan of TCRS – Non Teacher**

	2015
Total pension liability	
Service cost	\$ 5,728
Interest	19,398
Changes in benefit terms	-
Differences between actual & expected experience	(412)
Change of assumptions	-
Benefit payments, including refunds of employee contributions	<u>(16,860)</u>
Net change in total pension liability	7,854
Total pension liability - beginning	<u>261,347</u>
Total pension liability - ending (a)	<u><u>\$269,201</u></u>
 Plan fiduciary net position	
Contributions - employer	\$ 5,289
Contributions - employee	2,853
Net investment income	8,653
Benefit payments, including refunds of employee contributions	(16,860)
Administrative expense	<u>(77)</u>
Net change in plan fiduciary net position	(142)
Plan fiduciary net position - beginning	<u>284,956</u>
Plan fiduciary net position - ending (b)	<u><u>\$284,814</u></u>
 Net Pension Liability (Asset) - ending (a) - (b)	<u><u>\$ (15,613)</u></u>
 Plan fiduciary net position as a percentage of total pension liability	105.80%
 Covered payroll	\$ 53,898
 Net pension liability (asset) as a percentage of covered-employee payroll	28.97%

This is a 10-year schedule; however, the information in this schedule is not required to be presented retroactively. Years will be added to this schedule in future fiscal years until 10 years of information is available.

**Schedule of Contributions Based on Participation in the Public Employee Pension Plan of TCRS –
Non Teacher**

	2015	2016
Contractually required contribution	\$ 4,038	\$ 11,692
Contributions in relation to the contractually required contribution	4,038	11,692
Contribution deficiency (excess)	\$ -	\$ -
Covered payroll	\$ 43,560	\$ 126,127
Contributions as a percentage of covered payroll	9.27%	9.27%

This is a 10-year schedule; however, the information in this schedule is not required to be presented retroactively. Years will be added to this schedule in future fiscal years until 10 years of information is available.

Schedule of Contributions – Teacher Retirement Plan of TCRS

	2015	2016
Contractually required	\$ 287	\$ 4,322
Contribution in relation to the contractually required contribution	11,486	4,322
Contribution deficiency (excess)	\$ (11,199)	\$ -
Memphis School of Excellence's covered payroll	\$ 287,166	\$ 108,050
Contributions as a percentage of Memphis School of Excellence's covered payroll	4.00%	4.00%

This is a 10-year schedule. However, the information in this schedule is not required to be presented retroactively. Years will added to this schedule in future fiscal years until 10 years of information is available

Supplemental Schedules

Schedule of Expenditures of Federal Awards and State Financial Assistance

For the Year Ended June 30, 2016

Federal Grantor / Program Title / Pass-through Grantor	Contract Number	Federal CFDA Number	(Receivable) Payable Balance at June 30, 2015	Receipts	Disbursements or Expenditures	(Receivable) Payable Balance at June 30, 2016
<u>Federal Awards</u>						
U.S. Department of Education / Board of Education of the Shelby County Schools / Title I Reimbursement	-	84.010	\$ (18,167)	\$ 174,439	\$ (192,428)	\$ (36,156)
Total Federal Awards			(18,167)	174,439	(192,428)	(36,156)
<u>State Financial Assistance</u>						
Tennessee Department of Education / Board of Education of the Shelby County Schools / ADA Per-Pupil Funding Allocation	-	n/a	-	3,480,342	(3,480,342)	-
Capital Outlay Funding	-	n/a	-	185,000	(185,000)	-
Total State Financial Assistance			-	3,665,342	(3,665,342)	-
Total Federal Awards and State Financial Assistance			\$ (18,167)	\$ 3,839,781	\$ (3,857,770)	\$ (36,156)

NOTE 1 - BASIS OF PRESENTATION

The Schedule of Expenditures of Federal Awards and State Financial Assistance includes the federal and state grant activity of Memphis School of Excellence and is presented on the accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of the State of Tennessee Department of Audit, Audit Manual. Therefore, some amounts presented in the schedule may differ from amounts presented in, or used in the preparation of, the basic financial statements.

Non-Financial Information

**INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING
AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL
STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS**

To the Board of Directors
Memphis School of Excellence
Memphis, Tennessee

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities and the major fund of Memphis School of Excellence as of and for the year ended June 30, 2016, and the related notes to the financial statements, which collectively comprise the School's basic financial statements, and have issued our report thereon dated December 8, 2016.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered Memphis School of Excellence's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Memphis School of Excellence's internal control. Accordingly, we do not express an opinion on the effectiveness of Memphis School of Excellence's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

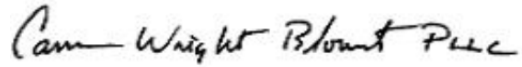
Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or, significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Memphis School of Excellence's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

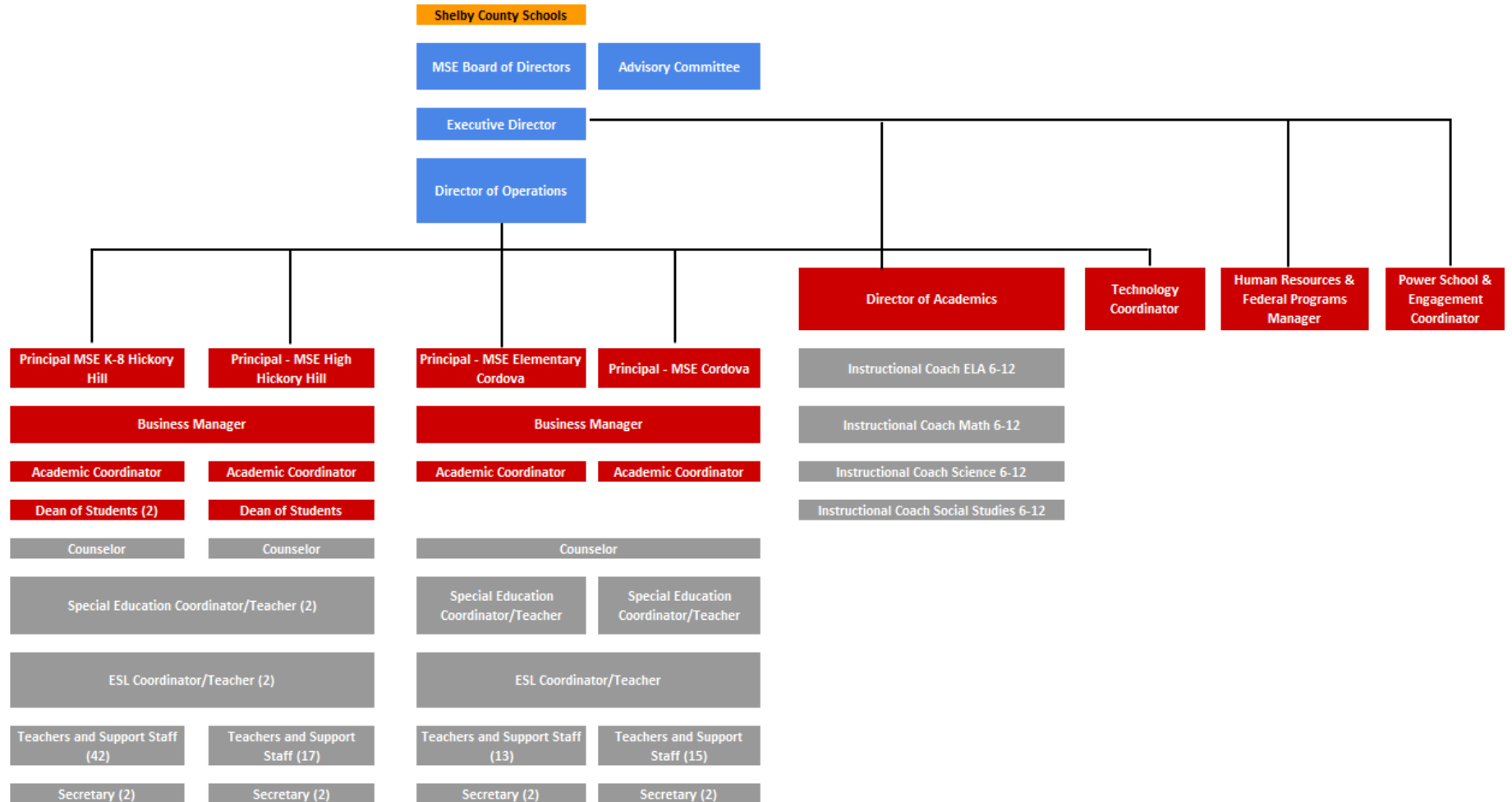
A handwritten signature in black ink that reads "Cam Wright Blount PLLC". The signature is written in a cursive, flowing style.

Memphis, Tennessee
December 8, 2016

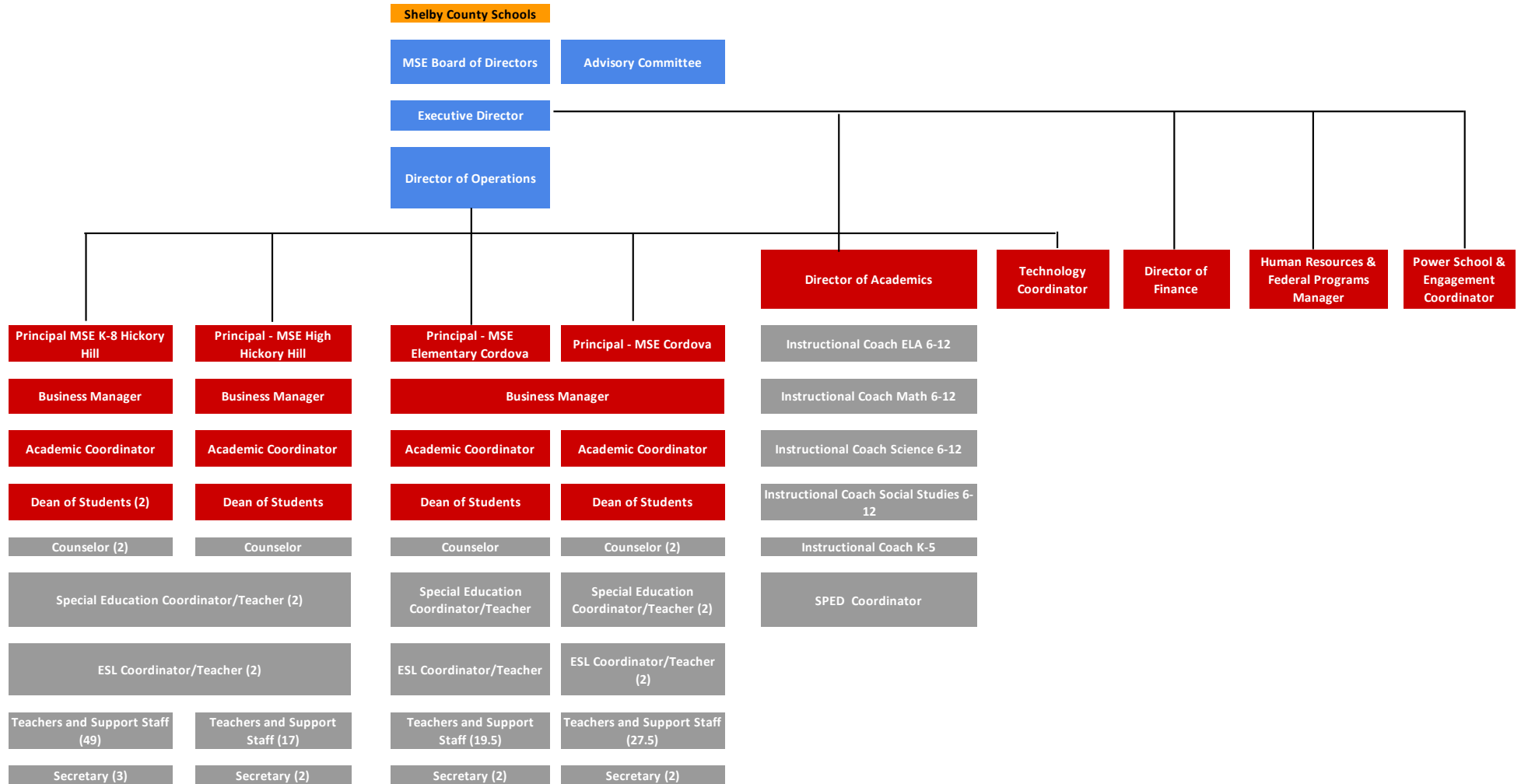
No matters were reported as findings and/or responses for the fiscal year ended June 30, 2016.

No matters were reported as findings and/or responses for the fiscal year ended June 30, 2015.

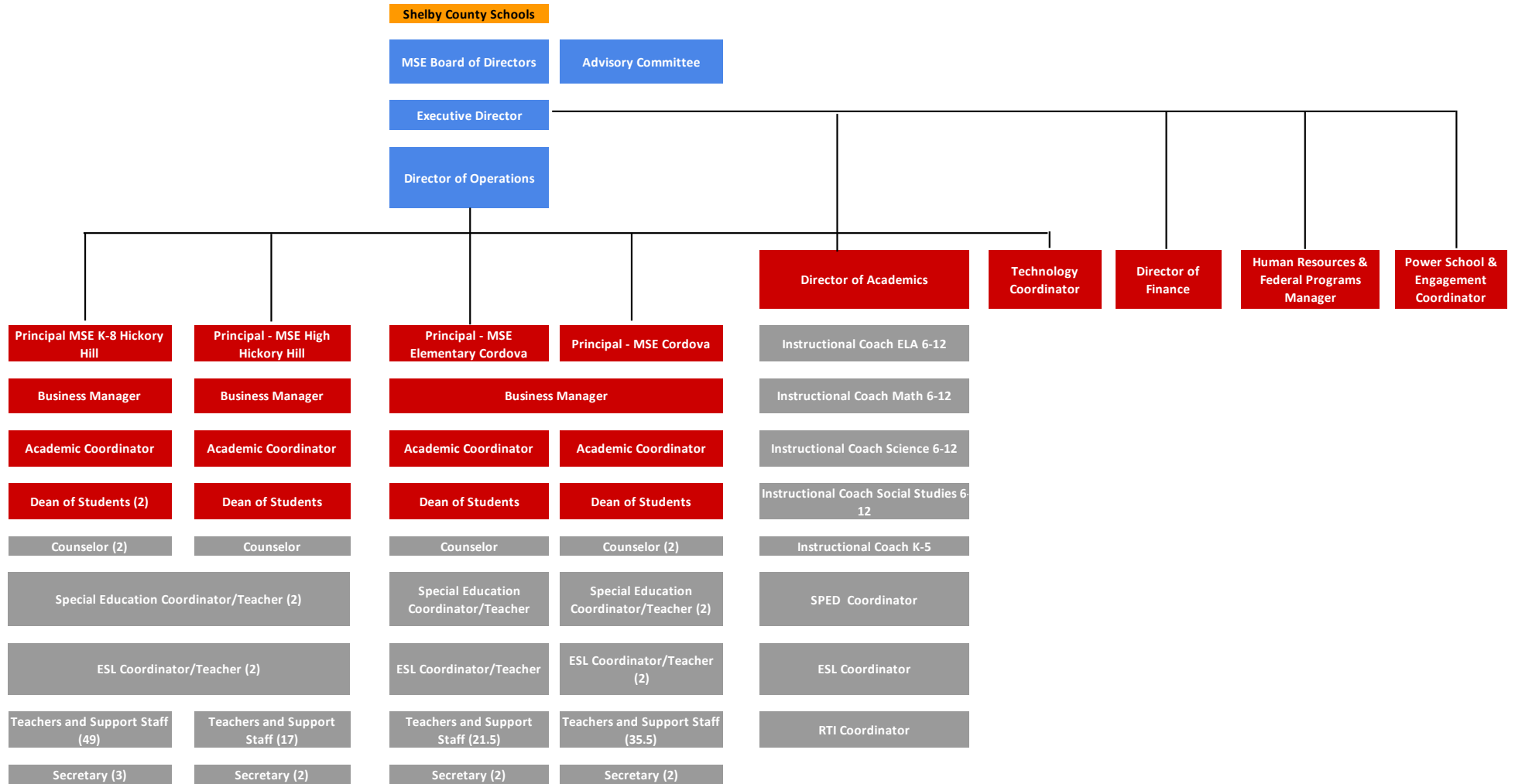
Year One Staffing Chart 2020-2021



Year Three Staffing Chart 2022-2023



Year Five Staffing Chart 2024-2025



Attachment O

Budget Narrative for Memphis School of Excellence Cordova

The budget for Memphis School of Excellence Cordova has been carefully developed to ensure the fiscal stability of the school, as well as ensure students have access to excellent teachers, support services, curricular materials, and other elements that will ensure their success. The budget reflects leadership's experience in operating schools in Tennessee and is based on both historical data and the elements necessary to run the school.

Student Enrollment

Memphis School of Excellence Cordova will begin with 225 students in grades 6-9, and grow to 475 students in grades 6-12 by year 5. Enrollment growth is detailed in the table below.

Memphis School of Excellence Cordova Enrollment Summary

Memphis School of Excellence Cordova						
	Planning Year 2019-2020	Year 1 2020-2021	Year 2 2021-2022	Year 3 2022-2023	Year 4 2023-2024	Year 5 2024-2025
6th Grade		75	75	75	75	75
7th Grade		50	75	75	75	75
8th Grade		50	50	75	75	75
9th Grade		50	50	50	75	75
10th Grade			50	50	50	75
11th Grade				50	50	50
12th Grade					50	50
Total Enrollment		225	300	375	450	475

Revenue

The primary source of revenue for Memphis School of Excellence Cordova will be from the Basic Education Program (BEP). The school has used the current BEP funding levels in 2018-2019 (\$9,000 per student) and assumed 1.5% growth year over year to conservatively project budget revenues for its first operational year (2020-2021) and expects to receive approximately \$9,272 per student -- which includes the transportation allocation. Additionally, MSE Cordova has budgeted to receive BEP capital funds in the amount of \$485 per student per year (based on historical funding levels) and Federal Title I funds of \$400 per student per year. We have assumed a 1.5% increase year over year for BEP funds and no increases in Title I funding.

While MSE Cordova will apply for startup funds from the Charter School Planning grant program from the TN Department of Education as well as startup funding from the Walton Family Foundation, we recognize these funds are a part of competitive grant processes and are not guaranteed. As such, the school has not included these amounts in its budget. Additionally, the school will pursue philanthropic funds – as needed – to close any budget shortfalls.

Expenses

Salaries and Benefits

Memphis School of Excellence Cordova has included the following positions for the planning year and its first five years of operation (see Staffing Chart table below).

**Memphis School of Excellence Cordova
Staffing and Salaries Chart**

Memphis School of Excellence Cordova		Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5
	Starting Annual Salary	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Principal	\$90,000.00	0.5	1	1	1	1	1
Academic Coordinator	\$60,000.00		1	1	1	1	1
Dean of Students	\$60,000.00			1	1	1	1
Business Manager	\$60,000.00		0.5	0.5	0.5	0.5	0.5
Guidance Counselor	\$55,000.00		0.5	1	2	2	2
Secretary	\$30,000.00	0.5	2	2	2	2	2
Total Administrators		1	5	6.5	7.5	7.5	7.5
Classroom Teachers							
Math	\$50,000.00		3	4	5	6	7
English	\$50,000.00		3	4	5	6	7
Science	\$50,000.00		2	3	3	4	5
Social Studies	\$50,000.00		2	3	3	4	5
Total Classroom Teachers		0	10	14	16	20	24
Other Teachers							
PE	\$50,000.00		1	1	2	2	2
Art	\$50,000.00		0.5	0.5	1	1	1
Music	\$50,000.00		0.5	0.5	1	1	1
Computer	\$50,000.00		1	1	2	2	2
Spanish Teacher	\$50,000.00		1	2	2	2	2
Interventionist/RTI	\$50,000.00		1	1	3	3	3
ESL Coordinator/Teacher	\$50,000.00		0.5	1	2	2	2
SPED Coordinator/Teacher	\$55,000.00		1	1	2	2	2
Part-Time ISS	\$30,000.00		0	0.5	0.5	0.5	0.5
Total Other Teachers		0	6.5	8.5	15.5	15.5	15.5
Total FTEs		1	21.5	29	39	43	47

A 1.5% annual increase has been budgeted for salaries.

Benefits include standard employer payroll taxes, such as FICA and Medicare; \$250 per employee per year for unemployment insurance; and employer contributions to the Tennessee Consolidated Retirement System (TCRS) at an average of 9% of salaries. Health insurance per employee is based on costs incurred in the past by MSE and is budgeted at \$5,400 per employee per year. Additional benefits include life insurance (budgeted at \$96 per employee per year) and workers' comp (budgeted at \$60 per employee per year).

Programmatic and Operating Expenses

The table below outlines assumptions for the programmatic and operating expenses of MSE Cordova.

Contracted Services	
Substitute Teachers	Assumes 5 days per teacher for needed substitutes (at \$130 per day).
Nurse Service Well Child	\$5,400 per year (based on historical costs).
Cleaning /Janitorial Services	\$60,000 per year (based on historical costs).
Trash Removal Services	\$6,000 per year (based on historical costs).
Transportation	Assumes one bus route is shared with MSE Elementary Cordova in year one (\$30,000 per school and \$60,000 total); 1 bus route at \$60,000 per year in years 2 and 3; and 2 bus routes at \$120,000 per year in years 4 and 5.
SCS Administrative Services	3% of BEP or \$35,000 cap.
TFA	\$5,000 fee per corp member. Assumes MSE Cordova will have 5 corps members in year 1, 7 in year 2, 10 in year 3, 12 in year 4, and 13 in year 5.
Database Fee	\$5,000 per year for the licensing of an assessment/data management software.
Phone/Internet Fees	\$6,000 per year (based on historical costs).
Professional Development	\$500 per full-time staff member (professional development fees and travel).
Contracted Services - SPED	\$15,000 per year for contracted services with licensed providers.
Supplies & Materials	
Computers (classrooms/labs)	\$20,000 during the planning year for the purchase of laptops for faculty and staff. \$15,000 per year is budgeted for each year thereafter for replacement costs and purchases of computers for computer labs. Should MSE secure funding from the CSP grant, it would consider additional purchases of chromebooks (or other similar student computers) for instructional purposes.
Curricular Materials (Textbooks, software)	\$20,000 during the planning year for the purchase of curricular materials and supplies (including software). \$10,000 per year is budgeted for each year thereafter for replacement costs and/or additional curricular materials purchases.
Office Supplies/Copy Paper	\$10,000 per year (includes office supplies and copy paper). Based on historical costs.
Testing/Evaluation	\$5,000 per year (includes interim assessments and state assessments) for years 1-2; \$10,000 per year for years 3-5. Based on historical costs.
Copier	\$6,000 per year (based on historical costs).
Janitorial/Cleaning Supplies	\$8,000 per year (based on historical costs).
School Furniture	\$50,000 during the planning year and \$25,000 in year one for initial furniture purchases. \$15,000

	per year is budgeted for each year thereafter for replacement costs. MSE anticipates that there will already be some furniture available in the facility it is seeking to purchase (described below).
Security Equipment (i.e. cameras and related equipment)	\$15,000 during the planning year for the purchase of equipment. \$5,000 per year is budgeted for each year thereafter for replacement costs.
Facility Related Expenses	
Rent/Debt Service	Memphis School of Excellence has entered into a purchase agreement for the Harding Academy Cordova campus, and is projecting to secure a loan of approximately \$6M. The budget assumes MSE Cordova would share debt service costs with MSE Elementary Cordova. Assumptions include a \$6M loan with a 20-year amortization schedule at 5% interest.
Utilities	\$5,000 per month or \$60,000 per year for the MSE Cordova building.
Facilities Maintenance	\$20,000 per year for routine maintenance repairs.
Security Services	\$5,000 per year (based on historical costs).
Advertisement	\$10,000 per year for student recruitment and advertising. Based on historical costs.
Insurance	\$15,000 per year (based on historical costs).

Costs for accounting, audit, and legal services will be incurred at the network office.

Special Education Services

MSE Cordova will have a special education coordinator/teacher on staff in years 1-2 and will add a second special education teacher in year 3. In addition, MSE has budgeted \$15,000 per year to contract for additional services as needed (i.e. speech therapy, behavioral services). All other special education services will be delivered internally at the school or through the use of Shelby County Schools professionals.

Facilities

As mentioned in the assumptions above, Memphis School of Excellence has entered into a purchase agreement for the Harding Academy Cordova campus, which would provide a long-term home for MSE Cordova. The school would co-locate on the campus with MSE Elementary Cordova.

The Cordova campus has two buildings on the property, totaling 90,000 square feet: an elementary building, comprised of approximately 35,000 square feet, and a middle/high building, comprised of approximately 55,000 square feet. MSE is in conversations with local banks to secure financing for the property, which will require up to \$6M to purchase and prepare for opening. MSE Cordova will share debt

services costs with MSE Elementary Cordova and has included debt service costs in its budget. Please see the summary table below for debt service cost assumptions.

Loan Amount	\$6,000,000	
Amortization Period	20 years	
Interest Rate	5%	
Monthly Payment	\$39,597	
Annual Payment	\$475,168 (split between MSE Elementary Cordova and MSE Cordova by student enrollment).	
Annual Shared Debt Service Payments	MSE Elementary Cordova	MSE Cordova
Planning Year (2019-2020) Interest Only	\$60,000	\$90,000
Year 1 (2020-2021)	\$217,547	\$257,621
Year 2 (2021-2022)	\$220,614	\$254,554
Year 3 (2022-2023)	\$205,186	\$269,982
Year 4 (2023-2024)	\$193,819	\$281,350
Year 5 (2024-2025)	\$187,646	\$287,522

Should MSE Cordova not be able to secure the Harding Academy Cordova Campus, it will pursue other facilities options in the Cordova area, including an option to lease space or the purchase and renovation of a facility. MSE believes, though, that the costs included in the table above (which contemplates financing \$6M) will be adequate to address other facility scenarios it might face.

Network Fees

As part of the MSE network of schools, MSE Cordova will share in the costs of the network office, based on the school's percentage of the network's total student enrollment.

The table below summarizes these costs for MSE Cordova over its first five years of operation.

	MSE Total Enrollment			MSE Cordova	
	Across Network	MSE Cordova Enrollment	MSE Cordova Enrollment as % to Total Enrollment	Network Office Costs	Share of Network Office Costs
Year 1 (2020-2021)	1,272	225	17.7%	\$1,073,816	\$189,944
Year 2 (2021-2022)	1,445	300	20.8%	\$1,243,795	\$258,227
Year 3 (2022-2023)	1,545	375	24.3%	\$1,333,433	\$323,649
Year 4 (2023-2024)	1,645	450	27.4%	\$1,505,064	\$411,720
Year 5 (2024-2025)	1,670	475	28.4%	\$1,517,312	\$431,571

The table on the following page summarizes revenues and expenses for Memphis School of Excellence Cordova during the planning year and its first five years of operation.

Memphis School of Excellence Cordova
Budget Summary

	Planning Year 2019-2020	Year 1 2020-2021	Year 2 2021-2022	Year 3 2022-2023	Year 4 2023-2024	Year 5 2024-2025
REVENUE						
Basic Education Program	\$0.00	\$2,195,388.58	\$2,968,910.04	\$3,764,076.49	\$4,581,371.41	\$4,904,974.80
Title I	\$0.00	\$90,000.00	\$120,000.00	\$150,000.00	\$180,000.00	\$190,000.00
TOTAL REVENUE	\$0.00	\$2,285,388.58	\$3,088,910.04	\$3,914,076.49	\$4,761,371.41	\$5,094,974.80
EXPENSES						
Salaries	\$60,000.00	\$1,097,500.00	\$1,497,125.00	\$2,044,996.63	\$2,284,807.25	\$2,531,352.07
Benefits	\$15,796.00	\$307,562.75	\$417,645.31	\$566,925.94	\$630,078.41	\$694,352.12
Contracted Services	\$0.00	\$208,875.00	\$256,525.00	\$282,375.00	\$356,975.00	\$366,575.00
Supplies & Materials	\$105,000.00	\$84,000.00	\$74,000.00	\$79,000.00	\$79,000.00	\$79,000.00
Facility Related Expenses	\$102,000.00	\$342,621.28	\$339,554.36	\$354,981.89	\$366,349.55	\$372,522.12
Other Charges	\$0.00	\$25,000.00	\$25,000.00	\$25,000.00	\$25,000.00	\$25,000.00
Network Fee	\$0.00	\$189,943.87	\$258,227.30	\$323,648.76	\$411,719.76	\$431,570.69
TOTAL EXPENSES	\$282,796.00	\$2,255,502.89	\$2,868,076.97	\$3,676,928.21	\$4,153,929.97	\$4,500,372.00
NET INCOME	(\$282,796.00)	\$29,885.68	\$220,833.07	\$237,148.27	\$607,441.44	\$594,602.80

MSE recognizes that the Cordova campus will have an operating deficit in the planning year (due to initial startup costs and not receiving BEP funding until year one). Because MSE has a strong balance sheet (approximately \$1.5M in cash is projected to be on the balance sheet at the end of the 2018-2019 fiscal year, and the organization will have operating surpluses at its current charter schools), MSE, as an organization, will be financially strong.

In addition, MSE will be applying for startup funds from the TN Department of Education as well as startup funds from the Walton Family Foundation, which, if awarded, would significantly decrease deficits from initial school startup expenses.

Attachment P

Please see Attachment O and Attachment Q for detailed revenue and expense assumptions for MSE Cordova as well as the Network back-office.

These assumptions are also included below.

Student Enrollment

Memphis School of Excellence Cordova will begin with 225 students in grades 6-9, and grow to 475 students in grades 6-12 by year 5. Enrollment growth is detailed in the table below.

**Memphis School of Excellence Cordova
Enrollment Summary**

Memphis School of Excellence Cordova						
	Planning Year 2019-2020	Year 1 2020-2021	Year 2 2021-2022	Year 3 2022-2023	Year 4 2023-2024	Year 5 2024-2025
6th Grade		75	75	75	75	75
7th Grade		50	75	75	75	75
8th Grade		50	50	75	75	75
9th Grade		50	50	50	75	75
10th Grade			50	50	50	75
11th Grade				50	50	50
12th Grade					50	50
Total Enrollment		225	300	375	450	475

Revenue

The primary source of revenue for Memphis School of Excellence Cordova will be from the Basic Education Program (BEP). The school has used the current BEP funding levels in 2018-2019 (\$9,000 per student) and assumed 1.5% growth year over year to conservatively project budget revenues for its first operational year (2020-2021) and expects to receive approximately \$9,272 per student -- which includes the transportation allocation. Additionally, MSE Cordova has budgeted to receive BEP capital funds in the amount of \$485 per student per year (based on historical funding levels) and Federal Title I funds of \$400 per student per year. We have assumed a 1.5% increase year over year for BEP funds and no increases in Title I funding.

While MSE Cordova will apply for startup funds from the Charter School Planning grant program from the TN Department of Education as well as startup funding from the Walton Family Foundation, we recognize these funds are a part of competitive grant processes and are not guaranteed. As such, the school has not included these amounts in its budget. Additionally, the school will pursue philanthropic funds – as needed – to close any budget shortfalls.

Expenses

Salaries and Benefits

Memphis School of Excellence Cordova has included the following positions for the planning year and its first five years of operation (see Staffing Chart table below).

**Memphis School of Excellence Cordova
Staffing and Salaries Chart**

Memphis School of Excellence Cordova		Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5
	Starting Annual Salary	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Principal	\$90,000.00	0.5	1	1	1	1	1
Academic Coordinator	\$60,000.00		1	1	1	1	1
Dean of Students	\$60,000.00			1	1	1	1
Business Manager	\$60,000.00		0.5	0.5	0.5	0.5	0.5
Guidance Counselor	\$55,000.00		0.5	1	2	2	2
Secretary	\$30,000.00	0.5	2	2	2	2	2
Total Administrators		1	5	6.5	7.5	7.5	7.5
Classroom Teachers							
Math	\$50,000.00		3	4	5	6	7
English	\$50,000.00		3	4	5	6	7
Science	\$50,000.00		2	3	3	4	5
Social Studies	\$50,000.00		2	3	3	4	5
Total Classroom Teachers		0	10	14	16	20	24
Other Teachers							
PE	\$50,000.00		1	1	2	2	2
Art	\$50,000.00		0.5	0.5	1	1	1
Music	\$50,000.00		0.5	0.5	1	1	1
Computer	\$50,000.00		1	1	2	2	2
Spanish Teacher	\$50,000.00		1	2	2	2	2
Interventionist/RTI	\$50,000.00		1	1	3	3	3
ESL Coordinator/Teacher	\$50,000.00		0.5	1	2	2	2
SPED Coordinator/Teacher	\$55,000.00		1	1	2	2	2
Part-Time ISS	\$30,000.00		0	0.5	0.5	0.5	0.5
Total Other Teachers		0	6.5	8.5	15.5	15.5	15.5
Total FTEs		1	21.5	29	39	43	47

A 1.5% annual increase has been budgeted for salaries.

Benefits include standard employer payroll taxes, such as FICA and Medicare; \$250 per employee per year for unemployment insurance; and employer contributions to the Tennessee Consolidated Retirement System (TCRS) at an average of 9% of salaries. Health insurance per employee is based on costs incurred in the past by MSE and is budgeted at \$5,400 per employee per year. Additional benefits include life insurance (budgeted at \$96 per employee per year) and workers' comp (budgeted at \$60 per employee per year).

Programmatic and Operating Expenses

The table below outlines assumptions for the programmatic and operating expenses of MSE Cordova.

Contracted Services	
Substitute Teachers	Assumes 5 days per teacher for needed substitutes (at \$130 per day).
Nurse Service Well Child	\$5,400 per year (based on historical costs).
Cleaning /Janitorial Services	\$60,000 per year (based on historical costs).
Trash Removal Services	\$6,000 per year (based on historical costs).
Transportation	Assumes one bus route is shared with MSE Elementary Cordova in year one (\$30,000 per school and \$60,000 total); 1 bus route at \$60,000 per year in years 2 and 3; and 2 bus routes at \$120,000 per year in years 4 and 5.
SCS Administrative Services	3% of BEP or \$35,000 cap.
TFA	\$5,000 fee per corp member. Assumes MSE Cordova will have 5 corps members in year 1, 7 in year 2, 10 in year 3, 12 in year 4, and 13 in year 5.
Database Fee	\$5,000 per year for the licensing of an assessment/data management software.
Phone/Internet Fees	\$6,000 per year (based on historical costs).
Professional Development	\$500 per full-time staff member (professional development fees and travel).
Contracted Services - SPED	\$15,000 per year for contracted services with licensed providers.
Supplies & Materials	
Computers (classrooms/labs)	\$20,000 during the planning year for the purchase of laptops for faculty and staff. \$15,000 per year is budgeted for each year thereafter for replacement costs and purchases of computers for computer labs. Should MSE secure funding from the CSP grant, it would consider additional purchases of chromebooks (or other similar student computers) for instructional purposes.
Curricular Materials (Textbooks, software)	\$20,000 during the planning year for the purchase of curricular materials and supplies (including software). \$10,000 per year is budgeted for each year thereafter for replacement costs and/or additional curricular materials purchases.
Office Supplies/Copy Paper	\$10,000 per year (includes office supplies and copy paper). Based on historical costs.

Testing/Evaluation	\$5,000 per year (includes interim assessments and state assessments) for years 1-2; \$10,000 per year for years 3-5. Based on historical costs.
Copier	\$6,000 per year (based on historical costs).
Janitorial/Cleaning Supplies	\$8,000 per year (based on historical costs).
School Furniture	\$50,000 during the planning year and \$25,000 in year one for initial furniture purchases. \$15,000 per year is budgeted for each year thereafter for replacement costs. MSE anticipates that there will already be some furniture available in the facility it is seeking to purchase (described below).
Security Equipment (i.e. cameras and related equipment)	\$15,000 during the planning year for the purchase of equipment. \$5,000 per year is budgeted for each year thereafter for replacement costs.
Facility Related Expenses	
Rent/Debt Service	Memphis School of Excellence has entered into a purchase agreement for the Harding Academy Cordova campus, and is projecting to secure a loan of approximately \$6M. The budget assumes MSE Cordova would share debt service costs with MSE Elementary Cordova. Assumptions include a \$6M loan with a 20-year amortization schedule at 5% interest.
Utilities	\$5,000 per month or \$60,000 per year for the MSE Cordova building.
Facilities Maintenance	\$20,000 per year for routine maintenance repairs.
Security Services	\$5,000 per year (based on historical costs).
Advertisement	\$10,000 per year for student recruitment and advertising. Based on historical costs.
Insurance	\$15,000 per year (based on historical costs).

Costs for accounting, audit, and legal services will be incurred at the network office.

Special Education Services

MSE Cordova will have a special education coordinator/teacher on staff in years 1-2 and will add a second special education teacher in year 3. In addition, MSE has budgeted \$15,000 per year to contract for additional services as needed (i.e. speech therapy, behavioral services). All other special education services will be delivered internally at the school or through the use of Shelby County Schools professionals.

Facilities

As mentioned in the assumptions above, Memphis School of Excellence has entered into a purchase agreement for the Harding Academy Cordova campus, which would provide a long-term home for MSE Cordova. The school would co-locate on the campus with MSE Elementary Cordova.

The Cordova campus has two buildings on the property, totaling 90,000 square feet: an elementary building, comprised of approximately 35,000 square feet, and a middle/high building, comprised of approximately 55,000 square feet. MSE is in conversations with local banks to secure financing for the property, which will require up to \$6M to purchase and prepare for opening. MSE Cordova will share debt services costs with MSE Elementary Cordova and has included debt service costs in its budget. Please see the summary table below for debt service cost assumptions.

Loan Amount	\$6,000,000	
Amortization Period	20 years	
Interest Rate	5%	
Monthly Payment	\$39,597	
Annual Payment	\$475,168 (split between MSE Elementary Cordova and MSE Cordova by student enrollment).	
Annual Shared Debt Service Payments	MSE Elementary Cordova	MSE Cordova
Planning Year (2019-2020) Interest Only	\$60,000	\$90,000
Year 1 (2020-2021)	\$217,547	\$257,621
Year 2 (2021-2022)	\$220,614	\$254,554
Year 3 (2022-2023)	\$205,186	\$269,982
Year 4 (2023-2024)	\$193,819	\$281,350
Year 5 (2024-2025)	\$187,646	\$287,522

Should MSE Cordova not be able to secure the Harding Academy Cordova Campus, it will pursue other facilities options in the Cordova area, including an option to lease space or the purchase and renovation of a facility. MSE believes, though, that the costs included in the table above (which contemplates financing \$6M) will be adequate to address other facility scenarios it might face.

Network Fees

As part of the MSE network of schools, MSE Cordova will share in the costs of the network office, based on the school's percentage of the network's total student enrollment.

The table below summarizes these costs for MSE Cordova over its first five years of operation.

	MSE Total Enrollment Across Network	MSE Cordova Enrollment	MSE Cordova Enrollment as % to Total Enrollment	Network Office Costs	MSE Cordova Share of Network Office Costs
Year 1 (2020-2021)	1,272	225	17.7%	\$1,073,816	\$189,944
Year 2 (2021-2022)	1,445	300	20.8%	\$1,243,795	\$258,227
Year 3 (2022-2023)	1,545	375	24.3%	\$1,333,433	\$323,649
Year 4 (2023-2024)	1,645	450	27.4%	\$1,505,064	\$411,720
Year 5 (2024-2025)	1,670	475	28.4%	\$1,517,312	\$431,571

The table on the following page summarizes revenues and expenses for Memphis School of Excellence Cordova during the planning year and its first five years of operation.

Memphis School of Excellence Cordova
Budget Summary

	Planning Year 2019-2020	Year 1 2020-2021	Year 2 2021-2022	Year 3 2022-2023	Year 4 2023-2024	Year 5 2024-2025
REVENUE						
Basic Education Program	\$0.00	\$2,195,388.58	\$2,968,910.04	\$3,764,076.49	\$4,581,371.41	\$4,904,974.80
Title I	\$0.00	\$90,000.00	\$120,000.00	\$150,000.00	\$180,000.00	\$190,000.00
TOTAL REVENUE	\$0.00	\$2,285,388.58	\$3,088,910.04	\$3,914,076.49	\$4,761,371.41	\$5,094,974.80
EXPENSES						
Salaries	\$60,000.00	\$1,097,500.00	\$1,497,125.00	\$2,044,996.63	\$2,284,807.25	\$2,531,352.07
Benefits	\$15,796.00	\$307,562.75	\$417,645.31	\$566,925.94	\$630,078.41	\$694,352.12
Contracted Services	\$0.00	\$208,875.00	\$256,525.00	\$282,375.00	\$356,975.00	\$366,575.00
Supplies & Materials	\$105,000.00	\$84,000.00	\$74,000.00	\$79,000.00	\$79,000.00	\$79,000.00
Facility Related Expenses	\$102,000.00	\$342,621.28	\$339,554.36	\$354,981.89	\$366,349.55	\$372,522.12
Other Charges	\$0.00	\$25,000.00	\$25,000.00	\$25,000.00	\$25,000.00	\$25,000.00
Network Fee	\$0.00	\$189,943.87	\$258,227.30	\$323,648.76	\$411,719.76	\$431,570.69
TOTAL EXPENSES	\$282,796.00	\$2,255,502.89	\$2,868,076.97	\$3,676,928.21	\$4,153,929.97	\$4,500,372.00
NET INCOME	(\$282,796.00)	\$29,885.68	\$220,833.07	\$237,148.27	\$607,441.44	\$594,602.80

MSE recognizes that the Cordova campus will have an operating deficit in the planning year (due to initial startup costs and not receiving BEP funding until year one). Because MSE has a strong balance sheet (approximately \$1.5M in cash is projected to be on the balance sheet at the end of the 2018-2019 fiscal year, and the organization will have operating surpluses at its current charter schools), MSE, as an organization, will be financially strong.

In addition, MSE will be applying for startup funds from the TN Department of Education as well as startup funds from the Walton Family Foundation, which, if awarded, would significantly decrease deficits from initial school startup expenses.

	Pre-Opening Year 2019-2020	Year 1 2020- 2021	Year 2 2021- 2022	Year 3 2022- 2023	Year 4 2023- 2024	Year 5 2024- 2025
Student Enrollment						
6th	0	75	75	75	75	75
7th	0	50	75	75	75	75
8th	0	50	50	75	75	75
9th	0	50	50	50	75	75
10th	0	0	50	50	50	75
11th	0	0	0	50	50	50
12th		0	0	0	50	50
Total	0	225	300	375	450	475

% SPED		10.00%	10.00%	10.00%	10.00%	10.00%
Number of SPED Students		23.00	30.00	38.00	45.00	48.00
% ELL		5.00%	5.00%	5.00%	5.00%	5.00%
Number of ELL Students		11.00	15.00	19.00	23.00	24.00

Staffing						
Instructional	0.0	16.5	22.5	31.5	35.5	39.5
Non-Instructional	1.0	5.0	6.5	7.5	7.5	7.5
Total	1.0	21.5	29.0	39.0	43.0	47.0

	Pre-Opening Year 2019-2020	Year 1 2020- 2021	Year 2 2021- 2022	Year 3 2022- 2023	Year 4 2023- 2024	Year 5 2024- 2025
Grant Code	REVENUE					
Basic Education Program						
BEP - SCS	\$0.00	\$2,086,263.58	\$2,823,410.04	\$3,582,201.49	\$4,363,121.41	\$4,674,599.80
Capital Allocation (SCS)	\$0.00	\$109,125.00	\$145,500.00	\$181,875.00	\$218,250.00	\$230,375.00
Total Basic Education Program	\$0.00	\$2,195,388.58	\$2,968,910.04	\$3,764,076.49	\$4,581,371.41	\$4,904,974.80
PreK Funding	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Title I	\$0.00	\$90,000.00	\$120,000.00	\$150,000.00	\$180,000.00	\$190,000.00
Title III	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
IDEA B	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
USDA - SNP	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Other Income						
Contributions & Gifts	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
School Fundraising	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Charter School Startup Grant	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Interest Income	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
TOTAL REVENUE	\$0.00	\$2,285,388.58	\$3,088,910.04	\$3,914,076.49	\$4,761,371.41	\$5,094,974.80
<i>Per Student</i>		<i>\$10,157.28</i>	<i>\$10,296.37</i>	<i>\$10,437.54</i>	<i>\$10,580.83</i>	<i>\$10,726.26</i>

Grant Code	EXPENSES					
Personnel						
Salaries						
Principal	\$45,000.00	\$90,000.00	\$91,350.00	\$92,720.25	\$94,111.05	\$95,522.72
Assistant Principals/Deans	\$0.00	\$60,000.00	\$121,800.00	\$123,627.00	\$125,481.41	\$127,363.63
Operations	\$0.00	\$30,000.00	\$30,450.00	\$30,906.75	\$31,370.35	\$31,840.91
Office/Clerical	\$15,000.00	\$60,000.00	\$60,900.00	\$61,813.50	\$62,740.70	\$63,681.81
Social Worker	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Guidance	\$0.00	\$27,500.00	\$55,825.00	\$113,324.75	\$115,024.62	\$116,749.99
Other Non-Instructional	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Teachers	\$0.00	\$780,000.00	\$1,070,825.00	\$1,452,617.25	\$1,683,542.18	\$1,921,068.03
Educational Aides/Interventionists	\$0.00	\$50,000.00	\$65,975.00	\$169,987.13	\$172,536.93	\$175,124.99
Total Salaries	\$60,000.00	\$1,097,500.00	\$1,497,125.00	\$2,044,996.63	\$2,284,807.25	\$2,531,352.07
Benefits						
Social Security	\$3,720.00	\$68,045.00	\$92,821.75	\$126,789.79	\$141,658.05	\$156,943.83
Medicare	\$870.00	\$15,913.75	\$21,708.31	\$29,652.45	\$33,129.71	\$36,704.60
Health	\$5,400.00	\$116,100.00	\$156,600.00	\$210,600.00	\$232,200.00	\$253,800.00

	Pre-Opening Year 2019-2020	Year 1 2020- 2021	Year 2 2021- 2022	Year 3 2022- 2023	Year 4 2023- 2024	Year 5 2024- 2025
State Retirement	\$5,400.00	\$98,775.00	\$134,741.25	\$184,049.70	\$205,632.65	\$227,821.69
Unemployment	\$250.00	\$5,375.00	\$7,250.00	\$9,750.00	\$10,750.00	\$11,750.00
Workers Comp	\$60.00	\$1,290.00	\$1,740.00	\$2,340.00	\$2,580.00	\$2,820.00
Life Insurance	\$96.00	\$2,064.00	\$2,784.00	\$3,744.00	\$4,128.00	\$4,512.00
Total Benefits	\$15,796.00	\$307,562.75	\$417,645.31	\$566,925.94	\$630,078.41	\$694,352.12
<i>% of salary</i>	26.33%	28.02%	27.90%	27.72%	27.58%	27.43%
Contracted Services						
Substitute Teachers	\$0.00	\$10,725.00	\$14,625.00	\$20,475.00	\$23,075.00	\$25,675.00
Nurse Service Well Child	\$0.00	\$5,400.00	\$5,400.00	\$5,400.00	\$5,400.00	\$5,400.00
Accounting/Payroll Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Audit Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Legal Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Cleaning/Janitorial Services	\$0.00	\$60,000.00	\$60,000.00	\$60,000.00	\$60,000.00	\$60,000.00
Trash Removal Services	\$0.00	\$6,000.00	\$6,000.00	\$6,000.00	\$6,000.00	\$6,000.00
Transportation	\$0.00	\$30,000.00	\$60,000.00	\$60,000.00	\$120,000.00	\$120,000.00
SCS Admin Fee	\$0.00	\$35,000.00	\$35,000.00	\$35,000.00	\$35,000.00	\$35,000.00
TFA	\$0.00	\$25,000.00	\$35,000.00	\$50,000.00	\$60,000.00	\$65,000.00
Database Fee	\$0.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00
Phone/Internet Fees	\$0.00	\$6,000.00	\$6,000.00	\$6,000.00	\$6,000.00	\$6,000.00
Professional Development	\$0.00	\$10,750.00	\$14,500.00	\$19,500.00	\$21,500.00	\$23,500.00
Contracted Services - SPED	\$0.00	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00
Total Contracted Services	\$0.00	\$208,875.00	\$256,525.00	\$282,375.00	\$356,975.00	\$366,575.00
Supplies & Materials						
Computers (classrooms/labs)	\$20,000.00	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00
Curricular Materials (Textbooks, software)	\$20,000.00	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00
Office Supplies/Copy Papers	\$0.00	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00
Testing/Evaluation	\$0.00	\$5,000.00	\$5,000.00	\$10,000.00	\$10,000.00	\$10,000.00
Copier	\$0.00	\$6,000.00	\$6,000.00	\$6,000.00	\$6,000.00	\$6,000.00
Janitorial/Cleaning Supplies	\$0.00	\$8,000.00	\$8,000.00	\$8,000.00	\$8,000.00	\$8,000.00
School Furniture	\$50,000.00	\$25,000.00	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00
Security Equipment	\$15,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00
Total Supplies & Materials	\$105,000.00	\$84,000.00	\$74,000.00	\$79,000.00	\$79,000.00	\$79,000.00
Facility Related Expenses						
Rent/Debt Service	\$90,000.00	\$257,621.28	\$254,554.36	\$269,981.89	\$281,349.55	\$287,522.12
Utilities	\$6,000.00	\$60,000.00	\$60,000.00	\$60,000.00	\$60,000.00	\$60,000.00
Facility Maintenance	\$6,000.00	\$20,000.00	\$20,000.00	\$20,000.00	\$20,000.00	\$20,000.00
Security Services	\$0.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00
Total Facility Related Expenses	\$102,000.00	\$342,621.28	\$339,554.36	\$354,981.89	\$366,349.55	\$372,522.12
Other Charges						
Advertisement	\$0.00	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00
Insurance	\$0.00	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00
Total Other Charges	\$0.00	\$25,000.00	\$25,000.00	\$25,000.00	\$25,000.00	\$25,000.00
Network Fee	\$0.00	\$189,943.87	\$258,227.30	\$323,648.76	\$411,719.76	\$431,570.69
TOTAL EXPENSES	282,796.00	2,255,502.89	2,868,076.97	3,676,928.21	4,153,929.97	4,500,372.00
SURPLUS / (DEFICIT)	(\$282,796.00)	\$29,885.68	\$220,833.07	\$237,148.27	\$607,441.44	\$594,602.80



MEMPHIS SCHOOL OF
EXCELLENCE
INTERNAL CONTROL PROCESSES,
POLICIES AND PROCEDURES

Updated August, 2018

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SECTION 1

INTRODUCTION

Purpose

This manual has been prepared to document the Internal Control Processes, Policies and Procedures for Memphis School of Excellence. Its purpose is to ensure that schools' assets and finances are managed responsibly.

SECTION 2

RESPONSIBILITIES

1. – Executive Director & Director of Operations

Duties of the Directors:

- ✓ Approve all requisition forms more than \$1,000. Any purchase more than \$10,000 requires Board approval.
- ✓ Sign checks and approve online payments and purchases.
- ✓ Set the budget development program.
- ✓ Present the monthly financial reports, Annual Financial Report, Form 990, and audit report to the board.
- ✓ Approve all Capital Improvement Plans
- ✓ Review monthly transaction lists for schools and email related documents to accounting firm.

1.1- Principal

Duties of the Principal

- ✓ Approve all requisition forms up to \$1,000.
- ✓ Sign activity fund checks and approve online payments and purchases.

1.2- Staff Position

➤ Business Manager

Responsible for the development and control of the school's budget and daily business operations.

Duties of the Business Manager:

- ✓ Receive collected cash from the secretaries daily with Tabulations of Monies Form, signed by minimum 2 staff.
- ✓ After receiving the Tabulation of Monies form from the secretaries, review and approve the form.
- ✓ Fill out deposit slips base on the Tabulation of Monies Form and take deposits to the bank.
- ✓ Prepare monthly transaction lists for schools' accounts and report it to the director.

- ✓ Calculate monthly gross pays and present them to the Director. After approval, its Business Manager responsibility to send them to the contracted third party accounting firm for preparation of the schools payroll.
- ✓ Purchase requested and approved items and place orders.
- ✓ Send approved, stamped, and signed invoices to the accounting firm.
- ✓ Review and process the Capital Improvement Project and related documents.
- ✓ Review and process the grant documents and invoices.
- ✓ Review and process the Payroll and benefits files.

1.3- Front Office Secretaries

- ✓ Minimum of two secretaries (if needed with Business Manager/Principal) open the mail and distribute it.
- ✓ Mail the checks to the vendors.
- ✓ Return the collected cash with the Tabulation of Monies form to the Business Manager/Principal, daily.

1.4- Outside Vendor/ Contracted Third Party Accounting Firm

In order to get financial statements prepared in conformity with generally accepted accounting principles and state laws, Memphis School of Excellence outsources financial services from third party accounting firm.

This outsourced accounting firm is required to provide following services;

- ✓ Consult the school in establishing basic financial structure based on district, the state foundation school program, and federal funding.
- ✓ Enter the transaction list into the accounting system, prepare and review the bank reconciliations and prepare monthly financial statements.
- ✓ Prepare and cut the A/P checks when requested.
- ✓ Prepare and process the payroll and tax returns
- ✓ Record and track the depreciation expenses
- ✓ Prepare the financial audit documents
- ✓ Prepare W2 and 1099 forms

SECTION 3

2. Main Internal Control Processes and Procedures

It is the policy of Memphis School of Excellence to create and maintain accounting, billing, and cash control policies, procedures, and records which are consistent with generally accepted accounting principles, using the accrual basis of accounting and tax exemption 501 (c) (3) that - meet the requirements of state and federal statutes, regulations, and governmental reports.

2.1- Checks

➤ Check Writing Procedures;

All checks are written through Memphis School of Excellence's accounts and require two signatures.

Individuals generally authorized to sign checks include:

- ✓ Director
- ✓ Board President
- ✓ Principals (Only the Activity Fund Checks)

➤ Check Approval Process

This procedure is designed to ensure that all checks have adequate documentation and authorization and that there are no missing checks or checks written to phantom vendors.

A copy of each check, plus any other documentation, such as purchase orders, is attached to the invoice, and filed in check number order in the respective Memphis School of Excellence file.

Checks which are not deposited within the 180 days of the written date will be voided.

Checks are mailed to vendors. If a check is picked up, the person picking up the checks must provide identification which matches the payee on the check or must have verifiable authorization from the payee to pick up the check.

There should be two signatures on the vendor invoices. The approved invoice with the *"Received [dated], I received that I have firsthand knowledge that the goods/services listed in this invoice have been received by our campus. [Two signatures required (Secretaries, Principal, Directors, Board President)]"* stamp should be present on all of the invoices to be paid.

2.2 - Payroll Preparation, and Payment

Memphis School of Excellence pays its employees twice a month, usually the last and middle of the business day of the following month. The payroll dates will be published annually during the teacher orientation week.

Payroll is prepared from employee data gained from the school's database which is also reviewed by the director and business manager.

Memphis School of Excellence requires all its employees to have a direct deposit.

After all employees' monthly gross salaries' are prepared by the business manager and approved by the director, approved payroll file will be sent to the outside vendor who sets up and prepares payroll for each employee.

When the payroll is ready, the accounting firm starts to make direct deposits with the approval of the director. Employees can access the paystubs, W2s, and W4 forms online through the accounting firm portal.

2.3 - Purchasing and Reimbursements

Purchasing Procedures: All requests for purchases must be submitted to the business office with official school's online google purchase order (PO) form with the appropriate approvals. The online Google Form will be shared with the staff at the beginning of the year. No purchases, charges, or commitments to buy goods or services for the school can be made without a PO number. The school will not reimburse employees or assume responsibility for purchases made without authorization. Employees are not permitted to purchase supplies or equipment for personal use through the schools' business office.

Contact the business office for additional information on purchasing procedures.

Reimbursement for Purchases, Travel, Expenses: MSE will honor reimbursement requests only if the expenditure has had prior approval from their supervisors and requested according to established procedures. All reimbursement requests must be submitted within 60 days of the relevant travel or purchase. All requests of this nature must have original receipts attached. Staff members should consult with the Principal or Director regarding matters of this nature in order to prevent misunderstandings, assumptions, etc. Before any travel expenses are incurred by an employee, the employee's supervisor must give written approval. For approved travel, employees will be reimbursed for mileage and other travel expenditures according to the current rate schedule authorized by the School Board and the Internal Revenue Service if a personal vehicle is used. All employees are entitled to reimbursement up to the per diem rate or the sum of their itemized receipts, whichever is less. Memphis School of Excellence uses federal per

diem rates, published at www.gsa.gov to calculate the employees' allowable hotel, lodging, and meal expenses with the exception of Directors. Employees must submit original receipts to be reimbursed for expenses other than mileage.

Memphis School of Excellence prohibits the use of gift cards and debit cards for the disbursement of MSE funds.

Non-Reimbursable Expenses: MSE will not reimburse the following expenses.

- ✓ Any expense unrelated to official MSE business
- ✓ Meal and lodging expenses incurred more than one night before or after an approved event/conference/workshop
- ✓ Personal incidental expenses, such as the rental or purchase of a videotape for personal entertainment, dry cleaning, or laundry
- ✓ Expenses solely for the personal convenience of the employee, such as airport express check-ins
- ✓ Expenses for alcoholic beverages
- ✓ Expenses for in-room internet service
- ✓ Expenses for the employee's spouse, children, or guests
- ✓ Valet parking (unless incurred by a MSE executive officer or director)
- ✓ Excess baggage charges beyond the first bag
- ✓ Transportation or lodging purchased using the employee's personal accumulated miles, points, or other non-monetary credit, unless the credit belongs to MSE
- ✓ Expenses incurred by or on behalf of another employee or a person who is not employed by Memphis School of Excellence
- ✓ Expenses deemed unreasonable by the employee's immediate supervisor
- ✓ Any kind of tickets/fines issued by public officers like traffic fines/tickets, toll violations, etc.
- ✓ Un-itemized receipts cannot be used to as a proof of purchase
- ✓ Air flight tickets, hotel and rental car expenses can be only reimbursed after the travel takes place
- ✓ Per Diem rates are limited to IRS's daily rates cannot be combined for multiple days.

Attachment Q

Network-Wide Budget

The tables below include the consolidated budget for the entire network, the network office (back-office) as well as each school in the MSE network.

Memphis School of Excellence: Network-wide Budget

	FISCAL YEAR (JULY - JUNE)					
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Enrollment						
MSE K-8 Hickory Hill	442	606	606	606	606	606
MSE High Hickory Hill	329	251	279	279	279	279
MSE Elementary Cordova	0	190	260	285	310	310
MSE Cordova	0	225	300	375	450	475
Total Enrollment	771	1,272	1,445	1,545	1,645	1,670

	FISCAL YEAR (JULY - JUNE)					
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
REVENUE						
BEP	\$7,318,829.41	\$12,304,024.18	\$14,186,220.52	\$15,393,383.55	\$16,632,255.34	\$17,129,056.74
Title I	\$327,675.00	\$508,800.00	\$578,000.00	\$618,000.00	\$658,000.00	\$668,000.00
CSP Grant Funding	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Other Grant Funding	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
TOTAL REVENUE	\$7,646,504.41	\$12,812,824.18	\$14,764,220.52	\$16,011,383.55	\$17,290,255.34	\$17,797,056.74

EXPENSES						
Salaries	\$3,532,197.29	\$5,904,197.29	\$6,761,542.56	\$7,912,563.05	\$8,318,813.05	\$8,655,867.96
Benefits	\$987,070.85	\$1,663,331.85	\$1,896,947.84	\$2,207,215.75	\$2,309,692.37	\$2,389,036.02
Contracted Services	\$529,600.00	\$910,050.00	\$1,003,625.00	\$1,042,350.00	\$1,184,250.00	\$1,193,850.00
Supplies & Materials	\$300,000.00	\$258,000.00	\$238,000.00	\$248,000.00	\$248,000.00	\$248,000.00
Facility Related Expenses	\$1,176,459.00	\$1,625,627.13	\$1,625,627.13	\$1,625,627.13	\$1,625,627.13	\$1,625,627.13
Other Charges	\$73,000.00	\$123,000.00	\$123,000.00	\$123,000.00	\$123,000.00	\$123,000.00
Network Fee	\$632,085.99	\$1,073,815.99	\$1,243,794.85	\$1,333,432.88	\$1,505,064.46	\$1,517,311.70
TOTAL EXPENSES	\$7,230,413.13	\$11,558,022.27	\$12,892,537.38	\$14,492,188.81	\$15,314,447.02	\$15,752,692.81

NET INCOME	\$416,091.27	\$1,254,801.92	\$1,871,683.13	\$1,519,194.74	\$1,975,808.32	\$2,044,363.93
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<i>Cash Balance</i>	<i>\$1,916,091.27</i>	<i>\$3,170,893.19</i>	<i>\$5,042,576.32</i>	<i>\$6,561,771.07</i>	<i>\$8,537,579.39</i>	<i>\$10,581,943.32</i>
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MEMPHIS SCHOOL OF EXCELLENCE
2019-2020 CASH FLOW STATEMENT
NETWORK-WIDE

2019-2020 Fiscal Year (July 1, 2019 - June 30, 2020)													
	July	August	September	October	November	December	January	February	March	April	May	June	Total
	<i>Budget</i>	<i>Budget</i>	<i>Budget</i>	<i>Budget</i>	<i>Budget</i>	<i>Budget</i>	<i>Budget</i>	<i>Budget</i>	<i>Budget</i>	<i>Budget</i>	<i>Budget</i>	<i>Budget</i>	<i>Budget</i>
REVENUE													
Basic Education Program	\$0	\$731,883	\$731,883	\$731,883	\$731,883	\$731,883	\$731,883	\$731,883	\$731,883	\$731,883	\$0	\$731,883	\$7,318,829
Title I	\$0	\$0	\$0	\$0	\$0	\$109,225	\$0	\$0	\$109,225	\$0	\$109,225	\$0	\$327,675
TOTAL REVENUE	\$0	\$731,883	\$731,883	\$731,883	\$731,883	\$841,108	\$731,883	\$731,883	\$841,108	\$731,883	\$109,225	\$731,883	\$7,646,504
<i>Per Student</i>													
EXPENSES													
Personnel													
Salaries	\$329,019	\$329,019	\$329,019	\$329,019	\$329,019	\$329,019	\$329,019	\$329,019	\$329,019	\$329,019	\$329,019	\$329,019	\$3,948,233
Benefits	\$91,093	\$91,093	\$91,093	\$91,093	\$91,093	\$91,093	\$91,093	\$91,093	\$91,093	\$91,093	\$91,093	\$91,093	\$1,093,121
Total Personnel	\$420,113	\$420,113	\$420,113	\$420,113	\$420,113	\$420,113	\$420,113	\$420,113	\$420,113	\$420,113	\$420,113	\$420,113	\$5,041,354
Contracted Services													
Substitute Teachers	\$0	\$0	\$4,444	\$4,444	\$4,444	\$4,444	\$4,444	\$4,444	\$4,444	\$4,444	\$4,444	\$0	\$40,000
Nurse Service Well Child	\$0	\$0	\$2,222	\$2,222	\$2,222	\$2,222	\$2,222	\$2,222	\$2,222	\$2,222	\$2,222	\$0	\$20,000
Accounting/Payroll Services	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$60,000
Audit Services						\$20,000							\$20,000
Legal Services	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$20,000
Cleaning/Janitorial Services	\$9,550	\$9,550	\$9,550	\$9,550	\$9,550	\$9,550	\$9,550	\$9,550	\$9,550	\$9,550	\$9,550	\$9,550	\$114,600
Trash Removal Services	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$20,000
Transportation	\$0	\$0	\$13,333	\$13,333	\$13,333	\$13,333	\$13,333	\$13,333	\$13,333	\$13,333	\$13,333	\$0	\$120,000
SCS Admin Fee	\$0	\$0	\$0	\$0	\$35,000	\$0	\$0	\$0	\$35,000	\$0	\$0	\$0	\$70,000
TFA	\$0	\$0	\$0	\$35,000	\$0	\$0	\$0	\$35,000	\$0	\$0	\$0	\$0	\$70,000
Database Fee	\$0	\$0	\$0	\$0	\$0	\$0	\$7,500	\$0	\$0	\$7,500	\$0	\$0	\$15,000
Phone/Internet Fees	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$10,000
Professional Development	\$417	\$2,417	\$2,417	\$2,417	\$2,417	\$2,417	\$2,417	\$2,417	\$2,417	\$2,417	\$2,417	\$417	\$25,000
Contracted Services - SPED	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$30,000
Total Contracted Services	\$21,633	\$23,633	\$43,633	\$78,633	\$78,633	\$63,633	\$51,133	\$78,633	\$78,633	\$51,133	\$43,633	\$21,633	\$634,600
Supplies & Materials													
Computers (classrooms/labs)	\$40,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$40,000

MEMPHIS SCHOOL OF EXCELLENCE
2019-2020 CASH FLOW STATEMENT
NETWORK-WIDE

2019-2020 Fiscal Year (July 1, 2019 - June 30, 2020)													
	July	August	September	October	November	December	January	February	March	April	May	June	Total
	<i>Budget</i>	<i>Budget</i>	<i>Budget</i>	<i>Budget</i>	<i>Budget</i>	<i>Budget</i>	<i>Budget</i>	<i>Budget</i>	<i>Budget</i>	<i>Budget</i>	<i>Budget</i>	<i>Budget</i>	<i>Budget</i>
Curricular Materials (textbooks, software)	\$50,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$50,000
Office Supplies	\$917	\$917	\$917	\$917	\$917	\$917	\$917	\$917	\$917	\$917	\$917	\$917	\$11,000
Testing/Evaluation	\$3,500	\$3,500	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$7,000
Copier	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$25,000
Copy Paper	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$6,000
Janitorial/Cleaning Supplies	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$75,000
School Furniture	\$70,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$70,000
Security Equipment	\$21,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$21,000
Total Supplies & Materials	\$194,250	\$13,250	\$9,750	\$9,750	\$9,750	\$9,750	\$9,750	\$9,750	\$9,750	\$9,750	\$9,750	\$9,750	\$305,000
Facility Related Expenses													
Rent/Debt Service	\$81,288	\$81,288	\$81,288	\$81,288	\$81,288	\$81,288	\$81,288	\$81,288	\$81,288	\$81,288	\$81,288	\$81,288	\$975,459
Utilities	\$12,000	\$12,000	\$12,000	\$12,000	\$12,000	\$12,000	\$12,000	\$12,000	\$12,000	\$12,000	\$12,000	\$12,000	\$144,000
Facility Maintenance	\$2,250	\$2,250	\$2,250	\$2,250	\$2,250	\$2,250	\$2,250	\$2,250	\$2,250	\$2,250	\$2,250	\$2,250	\$27,000
Security Services	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$30,000
Total Facility Related Expenses	\$98,038	\$98,038	\$98,038	\$98,038	\$98,038	\$98,038	\$98,038	\$98,038	\$98,038	\$98,038	\$98,038	\$98,038	\$1,176,459
Other Charges													
Advertisement	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$25,000
Insurance	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$48,000
Total Other Charges	\$6,083	\$6,083	\$6,083	\$6,083	\$6,083	\$6,083	\$6,083	\$6,083	\$6,083	\$6,083	\$6,083	\$6,083	\$73,000
TOTAL EXPENSES	\$740,118	\$561,118	\$577,618	\$612,618	\$612,618	\$597,618	\$585,118	\$612,618	\$612,618	\$585,118	\$577,618	\$555,618	\$7,230,413
SURPLUS / (DEFICIT)	-\$740,118	\$170,765	\$154,265	\$119,265	\$119,265	\$243,490	\$146,765	\$119,265	\$228,490	\$146,765	-\$468,393	\$176,265	\$416,091
Beginning Cash Balance	\$1,500,000												
Ending Cash Balance	\$759,882	\$930,647	\$1,084,913	\$1,204,178	\$1,323,443	\$1,566,933	\$1,713,698	\$1,832,963	\$2,061,454	\$2,208,219	\$1,739,826	\$1,916,091	

MEMPHIS SCHOOL OF EXCELLENCE
2020-2021 CASH FLOW STATEMENT
NETWORK-WIDE

2019-2020 Fiscal Year (July 1, 2019 - June 30, 2020)													
	July	August	September	October	November	December	January	February	March	April	May	June	Total
	<i>Budget</i>	<i>Budget</i>	<i>Budget</i>	<i>Budget</i>	<i>Budget</i>	<i>Budget</i>	<i>Budget</i>	<i>Budget</i>	<i>Budget</i>	<i>Budget</i>	<i>Budget</i>	<i>Budget</i>	<i>Budget</i>
REVENUE													
Basic Education Program	\$0	\$1,230,402	\$1,230,402	\$1,230,402	\$1,230,402	\$1,230,402	\$1,230,402	\$1,230,402	\$1,230,402	\$1,230,402	\$0	\$1,230,402	\$12,304,024
Title I	\$0	\$0	\$0	\$0	\$0	\$169,600	\$0	\$0	\$169,600	\$0	\$169,600	\$0	\$508,800
TOTAL REVENUE	\$0	\$1,230,402	\$1,230,402	\$1,230,402	\$1,230,402	\$1,400,002	\$1,230,402	\$1,230,402	\$1,400,002	\$1,230,402	\$169,600	\$1,230,402	\$12,812,824
<i>Per Student</i>													
EXPENSES													
Personnel													
Salaries	\$551,686	\$551,686	\$551,686	\$551,686	\$551,686	\$551,686	\$551,686	\$551,686	\$551,686	\$551,686	\$551,686	\$551,686	\$6,620,233
Benefits	\$154,676	\$154,676	\$154,676	\$154,676	\$154,676	\$154,676	\$154,676	\$154,676	\$154,676	\$154,676	\$154,676	\$154,676	\$1,856,112
Total Personnel	\$706,362	\$706,362	\$706,362	\$706,362	\$706,362	\$706,362	\$706,362	\$706,362	\$706,362	\$706,362	\$706,362	\$706,362	\$8,476,345
Contracted Services													
Substitute Teachers	\$0	\$0	\$6,683	\$6,683	\$6,683	\$6,683	\$6,683	\$6,683	\$6,683	\$6,683	\$6,683	\$0	\$60,150
Nurse Service Well Child	\$0	\$0	\$3,422	\$3,422	\$3,422	\$3,422	\$3,422	\$3,422	\$3,422	\$3,422	\$3,422	\$0	\$30,800
Accounting/Payroll Services	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$100,000
Audit Services						\$30,000							\$30,000
Legal Services	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$20,000
Cleaning/Janitorial Services	\$17,883	\$17,883	\$17,883	\$17,883	\$17,883	\$17,883	\$17,883	\$17,883	\$17,883	\$17,883	\$17,883	\$17,883	\$214,600
Trash Removal Services	\$2,667	\$2,667	\$2,667	\$2,667	\$2,667	\$2,667	\$2,667	\$2,667	\$2,667	\$2,667	\$2,667	\$2,667	\$32,000
Transportation	\$0	\$0	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$0	\$180,000
SCS Admin Fee	\$0	\$0	\$0	\$0	\$70,000	\$0	\$0	\$0	\$70,000	\$0	\$0	\$0	\$140,000
TFA	\$0	\$0	\$0	\$55,000	\$0	\$0	\$0	\$55,000	\$0	\$0	\$0	\$0	\$110,000
Database Fee	\$0	\$0	\$0	\$0	\$0	\$0	\$10,000	\$0	\$0	\$10,000	\$0	\$0	\$20,000
Phone/Internet Fees	\$1,833	\$1,833	\$1,833	\$1,833	\$1,833	\$1,833	\$1,833	\$1,833	\$1,833	\$1,833	\$1,833	\$1,833	\$22,000
Professional Development	\$833	\$4,883	\$4,883	\$4,883	\$4,883	\$4,883	\$4,883	\$4,883	\$4,883	\$4,883	\$4,883	\$833	\$50,500
Contracted Services - SPED	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$60,000
Total Contracted Services	\$38,217	\$42,267	\$72,372	\$127,372	\$142,372	\$102,372	\$82,372	\$127,372	\$142,372	\$82,372	\$72,372	\$38,217	\$1,070,050
Supplies & Materials													
Computers (classrooms/labs)	\$30,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$30,000

MEMPHIS SCHOOL OF EXCELLENCE
2020-2021 CASH FLOW STATEMENT
NETWORK-WIDE

2019-2020 Fiscal Year (July 1, 2019 - June 30, 2020)

	July	August	September	October	November	December	January	February	March	April	May	June	Total
	<i>Budget</i>	<i>Budget</i>	<i>Budget</i>	<i>Budget</i>	<i>Budget</i>	<i>Budget</i>	<i>Budget</i>	<i>Budget</i>	<i>Budget</i>	<i>Budget</i>	<i>Budget</i>	<i>Budget</i>	<i>Budget</i>
Curricular Materials (Textbooks, software)	\$30,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$30,000
Office Supplies	\$2,583	\$2,583	\$2,583	\$2,583	\$2,583	\$2,583	\$2,583	\$2,583	\$2,583	\$2,583	\$2,583	\$2,583	\$31,000
Testing/Evaluation	\$8,500	\$8,500	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$17,000
Copier	\$3,083	\$3,083	\$3,083	\$3,083	\$3,083	\$3,083	\$3,083	\$3,083	\$3,083	\$3,083	\$3,083	\$3,083	\$37,000
Copy Paper	\$1,167	\$1,167	\$1,167	\$1,167	\$1,167	\$1,167	\$1,167	\$1,167	\$1,167	\$1,167	\$1,167	\$1,167	\$14,000
Janitorial/Cleaning Supplies	\$4,833	\$4,833	\$4,833	\$4,833	\$4,833	\$4,833	\$4,833	\$4,833	\$4,833	\$4,833	\$4,833	\$4,833	\$58,000
School Furniture	\$35,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$35,000
Security Equipment	\$11,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$11,000
Total Supplies & Materials	\$126,167	\$20,167	\$11,667	\$11,667	\$11,667	\$11,667	\$11,667	\$11,667	\$11,667	\$11,667	\$11,667	\$11,667	\$263,000
Facility Related Expenses													
Rent/Debt Service	\$108,386	\$108,386	\$108,386	\$108,386	\$108,386	\$108,386	\$108,386	\$108,386	\$108,386	\$108,386	\$108,386	\$108,386	\$1,300,627
Utilities	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$240,000
Facility Maintenance	\$3,917	\$3,917	\$3,917	\$3,917	\$3,917	\$3,917	\$3,917	\$3,917	\$3,917	\$3,917	\$3,917	\$3,917	\$47,000
Security Services	\$3,167	\$3,167	\$3,167	\$3,167	\$3,167	\$3,167	\$3,167	\$3,167	\$3,167	\$3,167	\$3,167	\$3,167	\$38,000
Total Facility Related Expenses	\$135,469	\$135,469	\$135,469	\$135,469	\$135,469	\$135,469	\$135,469	\$135,469	\$135,469	\$135,469	\$135,469	\$135,469	\$1,625,627
Other Charges													
Advertisement	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	\$45,000
Insurance	\$6,500	\$6,500	\$6,500	\$6,500	\$6,500	\$6,500	\$6,500	\$6,500	\$6,500	\$6,500	\$6,500	\$6,500	\$78,000
Total Other Charges	\$10,250	\$10,250	\$10,250	\$10,250	\$10,250	\$10,250	\$10,250	\$10,250	\$10,250	\$10,250	\$10,250	\$10,250	\$123,000
TOTAL EXPENSES	\$1,016,464	\$914,514	\$936,120	\$991,120	\$1,006,120	\$966,120	\$946,120	\$991,120	\$1,006,120	\$946,120	\$936,120	\$901,964	\$11,558,022
SURPLUS / (DEFICIT)	-\$1,016,464	\$315,888	\$294,283	\$239,283	\$224,283	\$433,883	\$284,283	\$239,283	\$393,883	\$284,283	-\$766,520	\$328,438	\$1,254,802

Beginning Cash Balance	\$1,916,091												
Ending Cash Balance	\$899,627	\$1,215,515	\$1,509,797	\$1,749,080	\$1,973,363	\$2,407,245	\$2,691,528	\$2,930,810	\$3,324,693	\$3,608,975	\$2,842,455	\$3,170,893	

Network Office (back-office)

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
REVENUE						
Total Fees from Schools (Current Charters and Proposed New Schools Opening in Cordova in 2020)	\$632,086	\$1,073,816	\$1,243,795	\$1,333,433	\$1,505,064	\$1,517,312
Other Income						
Contributions & Gifts	\$0	\$0	\$0	\$0	\$0	\$0
Other Fees and Revenue	\$0	\$0	\$0	\$0	\$0	\$0
Total Other Income	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL REVENUE	\$632,086	\$1,073,816	\$1,243,795	\$1,333,433	\$1,505,064	\$1,517,312
EXPENSES						
Salaries	\$416,036	\$716,036	\$847,426	\$917,107	\$1,049,914	\$1,060,413
Benefits	\$106,050	\$192,780	\$229,368	\$248,326	\$285,151	\$286,899
Contracted Services	\$105,000	\$160,000	\$162,000	\$163,000	\$165,000	\$165,000
Supplies & Materials	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Facility Related Expenses	\$0	\$0	\$0	\$0	\$0	\$0
Other Charges	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL EXPENSES	\$632,086	\$1,073,816	\$1,243,795	\$1,333,433	\$1,505,064	\$1,517,312
NET INCOME	\$0	\$0	\$0	\$0	\$0	\$0

Revenue

Because the network office serves as a support system and provides support services to MSE's schools, revenue from the network office includes fees from each of the schools (paid through BEP funds). Each school shares in the network office costs based on pro rata enrollment. For example, if a school in the network has 25% of the network's total enrollment, that school would incur 25% of the network office costs.

Expenses

Staffing

The table below details staffing positions and salaries for the network office.

Memphis School of Excellence - Network Staff							
	Annual Salary	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Executive Director	\$113,300.00	1	1	1	1	1	1
Director of Operations	\$97,200.00	1	1	1	1	1	1
Director of Academics	\$75,000.00	1	1	1	1	1	1
Director of Finance	\$63,000.00			1	1	1	1
Technology Coordinator	\$70,000.00	1	1	1	1	1	1
Power School & Engagement Coordinator	\$60,536.00	1	1	1	1	1	1
Human Resources & Federal Programs Manager	\$60,000.00		1	1	1	1	1
Instructional Coach - ELA (6-12)	\$60,000.00		1	1	1	1	1
Instructional Coach - Math (6-12)	\$60,000.00		1	1	1	1	1
Instructional Coach - Science (6-12) / STEM Coordinator	\$60,000.00		1	1	1	1	1
Instructional Coach - Social Studies (6-12)	\$60,000.00		1	1	1	1	1
Instructional Coach K-5	\$60,000.00				1	1	1
RTI Coordinator	\$60,000.00					1	1
ESL Coordinator	\$60,000.00					1	1
SPED Coordinator	\$60,000.00			1	1	1	1
Total FTEs		5	10	12	13	15	15

Operational Expenses

Other expenses in the network office include:

- Professional Development – Budgeted at \$1,000 per FTE per year.
- Accounting/Bookkeeping - \$60,000 in 2019-2020; and \$100,000 per year in each year thereafter.
- Audit - \$20,000 in 2019-2020; and \$30,000 per year in each year thereafter.
- Legal services - \$20,000 per year.
- Office supplies - \$5,000 per year.
- Office space – The MSE network office will be housed at one of MSE's schools, so will not incur rent expense.

School Level Budget Summaries

Memphis School of Excellence: Grades K-8 Hickory Hill

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
REVENUE						
Basic Education Program	\$4,221,212	\$5,861,403	\$5,945,688	\$6,031,238	\$6,118,070	\$6,206,205
PreK Funding	\$0	\$0	\$0	\$0	\$0	\$0
Title I	\$187,850	\$242,400	\$242,400	\$242,400	\$242,400	\$242,400
TOTAL REVENUE	\$4,409,062	\$6,103,803	\$6,188,088	\$6,273,638	\$6,360,470	\$6,448,605
EXPENSES						
Salaries	\$2,044,668	\$2,610,668	\$2,729,679	\$3,140,016	\$3,187,116	\$3,234,923
Benefits	\$576,529	\$742,622	\$773,950	\$885,441	\$893,283	\$901,243
Contracted Services	\$270,500	\$268,000	\$268,000	\$268,000	\$268,000	\$268,000
Supplies & Materials	\$45,000	\$45,000	\$45,000	\$45,000	\$45,000	\$45,000
Facility Related Expenses	\$730,104	\$730,104	\$730,104	\$730,104	\$730,104	\$730,104
Other Charges	\$36,500	\$36,500	\$36,500	\$36,500	\$36,500	\$36,500
Network Fee	\$362,363	\$511,582	\$521,619	\$523,016	\$554,449	\$550,593
TOTAL EXPENSES	\$4,065,665	\$4,944,477	\$5,104,852	\$5,628,077	\$5,714,452	\$5,766,363
NET INCOME	\$343,397	\$1,159,327	\$1,083,236	\$645,561	\$646,018	\$682,242

Memphis School of Excellence: Grades 9-12 Hickory Hill

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
REVENUE						
Basic Education Program	\$3,097,617.25	\$2,393,348.69	\$2,698,566.83	\$2,737,371.34	\$2,776,757.91	\$2,816,735.27
Title I	\$139,825.00	\$100,400.00	\$111,600.00	\$111,600.00	\$111,600.00	\$111,600.00
TOTAL REVENUE	\$3,237,442.25	\$2,493,748.69	\$2,810,166.83	\$2,848,971.34	\$2,888,357.91	\$2,928,335.27
EXPENSES						
Salaries	\$1,367,529.00	\$1,264,779.00	\$1,283,750.69	\$1,335,459.03	\$1,355,490.92	\$1,375,823.28
Benefits	\$377,349.58	\$345,851.70	\$349,010.49	\$360,497.93	\$363,833.24	\$367,218.58
Contracted Services	\$259,100.00	\$256,600.00	\$256,600.00	\$256,600.00	\$256,600.00	\$256,600.00
Supplies & Materials	\$45,000.00	\$45,000.00	\$45,000.00	\$45,000.00	\$45,000.00	\$45,000.00
Facility Related Expenses	\$272,355.00	\$272,355.00	\$272,355.00	\$272,355.00	\$272,355.00	\$272,355.00
Other Charges	\$36,500.00	\$36,500.00	\$36,500.00	\$36,500.00	\$36,500.00	\$36,500.00
Network Fee	\$269,722.82	\$211,892.94	\$240,151.39	\$240,794.67	\$255,266.25	\$253,491.00
TOTAL EXPENSES	\$2,627,556.40	\$2,432,978.64	\$2,483,367.57	\$2,547,206.64	\$2,585,045.41	\$2,606,987.86
NET INCOME	\$609,885.85	\$60,770.05	\$326,799.27	\$301,764.70	\$303,312.50	\$321,347.42

Memphis School of Excellence Elementary Cordova

	Planning Year 2019-2020	Year 1 2020-2021	Year 2 2021-2022	Year 3 2022-2023	Year 4 2023-2024	Year 5 2024-2025
REVENUE						
Basic Education Program	\$0	\$1,853,884	\$2,573,055	\$2,860,698	\$3,156,056	\$3,201,141
PreK Funding	\$0	\$0	\$0	\$0	\$0	\$0
Title I	\$0	\$76,000	\$104,000	\$114,000	\$124,000	\$124,000
TOTAL REVENUE	\$0	\$1,929,884	\$2,677,055	\$2,974,698	\$3,280,056	\$3,325,141
EXPENSES						
Salaries	\$60,000	\$931,250	\$1,250,988	\$1,392,092	\$1,491,399	\$1,513,770
Benefits	\$17,396	\$267,295	\$356,342	\$394,351	\$422,498	\$426,223
Contracted Services	\$0	\$176,575	\$222,500	\$235,375	\$302,675	\$302,675
Supplies & Materials	\$105,000	\$84,000	\$74,000	\$79,000	\$79,000	\$79,000
Facility Related Expenses	\$72,000	\$280,547	\$283,614	\$268,186	\$256,819	\$250,646
Other Charges	\$0	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000
Network Fee	\$0	\$160,397	\$223,797	\$245,973	\$283,629	\$281,657
TOTAL EXPENSES	\$254,396	\$1,925,064	\$2,436,241	\$2,639,977	\$2,861,019	\$2,878,970
NET INCOME	(\$254,396)	\$4,820	\$240,815	\$334,721	\$419,036	\$446,171

Detailed budget assumptions have been included in Attachment O in the MSE Elementary Cordova application.

Memphis School of Excellence Cordova

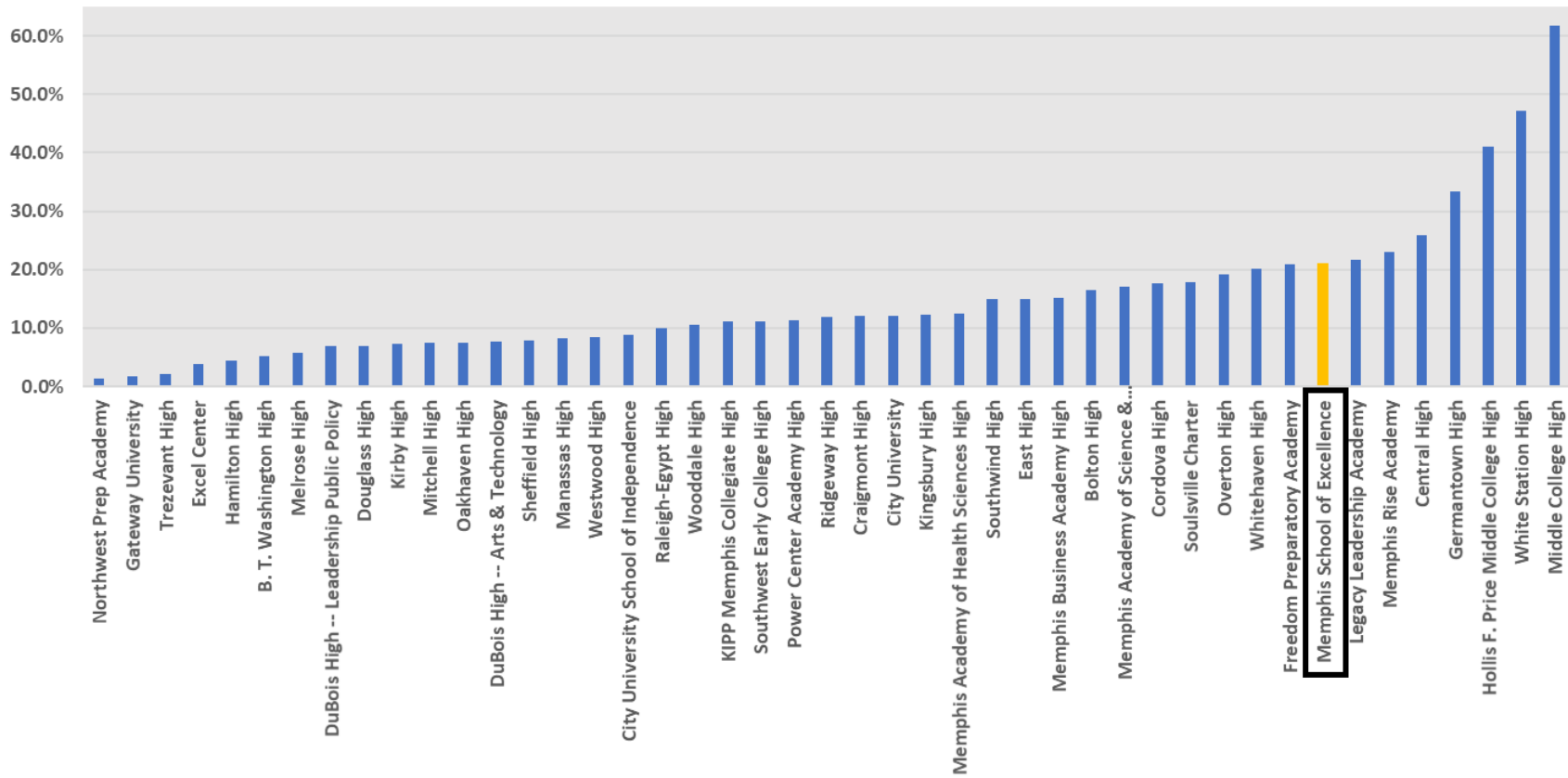
	Planning Year 2019-2020	Year 1 2020-2021	Year 2 2021-2022	Year 3 2022-2023	Year 4 2023-2024	Year 5 2024-2025
REVENUE						
Basic Education Program	\$0.00	\$2,195,388.58	\$2,968,910.04	\$3,764,076.49	\$4,581,371.41	\$4,904,974.80
Title I	\$0.00	\$90,000.00	\$120,000.00	\$150,000.00	\$180,000.00	\$190,000.00
TOTAL REVENUE	\$0.00	\$2,285,388.58	\$3,088,910.04	\$3,914,076.49	\$4,761,371.41	\$5,094,974.80
EXPENSES						
Salaries	\$60,000.00	\$1,097,500.00	\$1,497,125.00	\$2,044,996.63	\$2,284,807.25	\$2,531,352.07
Benefits	\$15,796.00	\$307,562.75	\$417,645.31	\$566,925.94	\$630,078.41	\$694,352.12
Contracted Services	\$0.00	\$208,875.00	\$256,525.00	\$282,375.00	\$356,975.00	\$366,575.00
Supplies & Materials	\$105,000.00	\$84,000.00	\$74,000.00	\$79,000.00	\$79,000.00	\$79,000.00
Facility Related Expenses	\$102,000.00	\$342,621.28	\$339,554.36	\$354,981.89	\$366,349.55	\$372,522.12
Other Charges	\$0.00	\$25,000.00	\$25,000.00	\$25,000.00	\$25,000.00	\$25,000.00
Network Fee	\$0.00	\$189,943.87	\$258,227.30	\$323,648.76	\$411,719.76	\$431,570.69
TOTAL EXPENSES	\$282,796.00	\$2,255,502.89	\$2,868,076.97	\$3,676,928.21	\$4,153,929.97	\$4,500,372.00
NET INCOME	(\$282,796.00)	\$29,885.68	\$220,833.07	\$237,148.27	\$607,441.44	\$594,602.80

Detailed budget assumptions have been included in Attachment O.

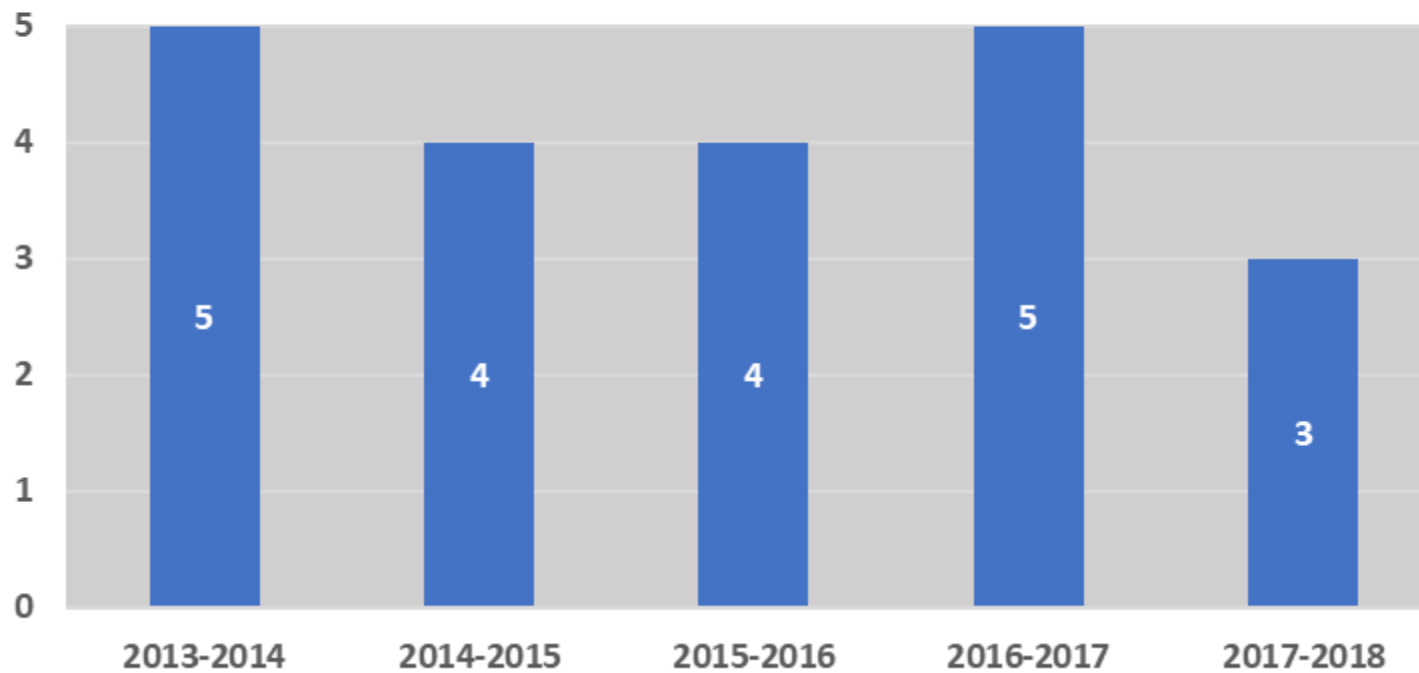
Attachment R: Student Achievement/Growth Results

|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

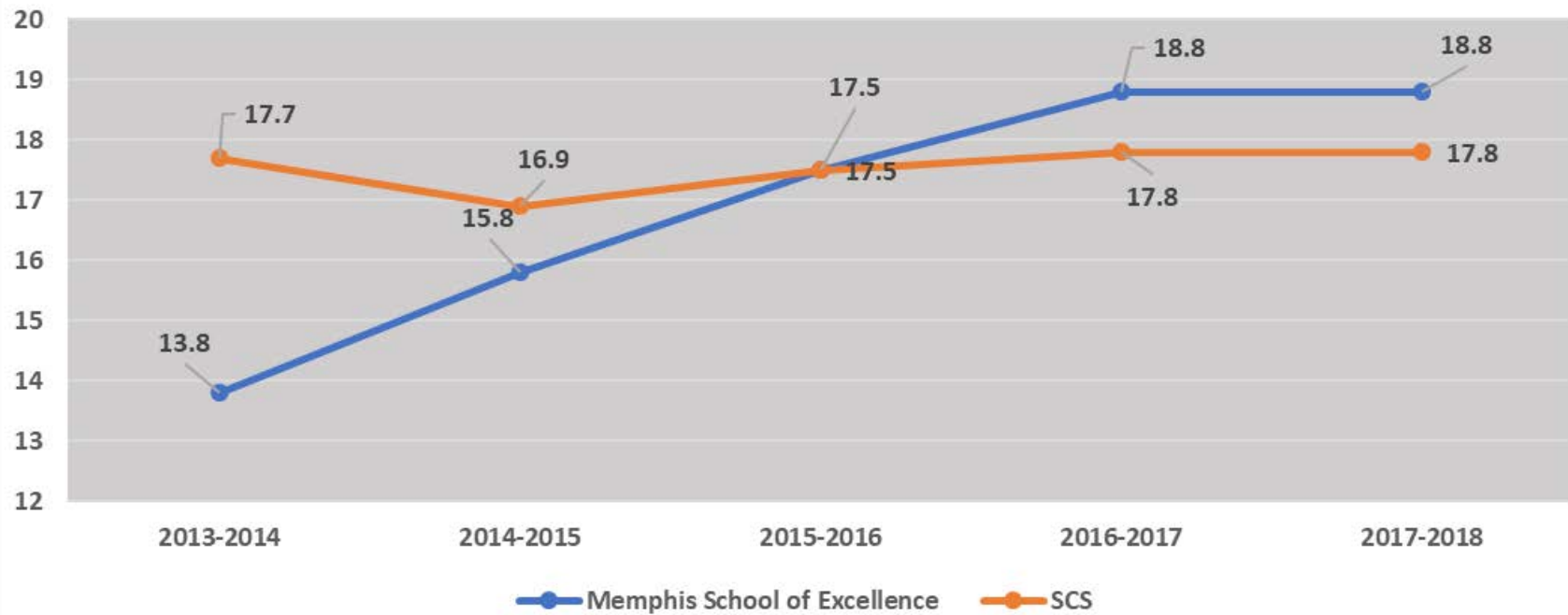
English / Language Arts Proficiency: 2 Year Composite Scores (2016-2018)



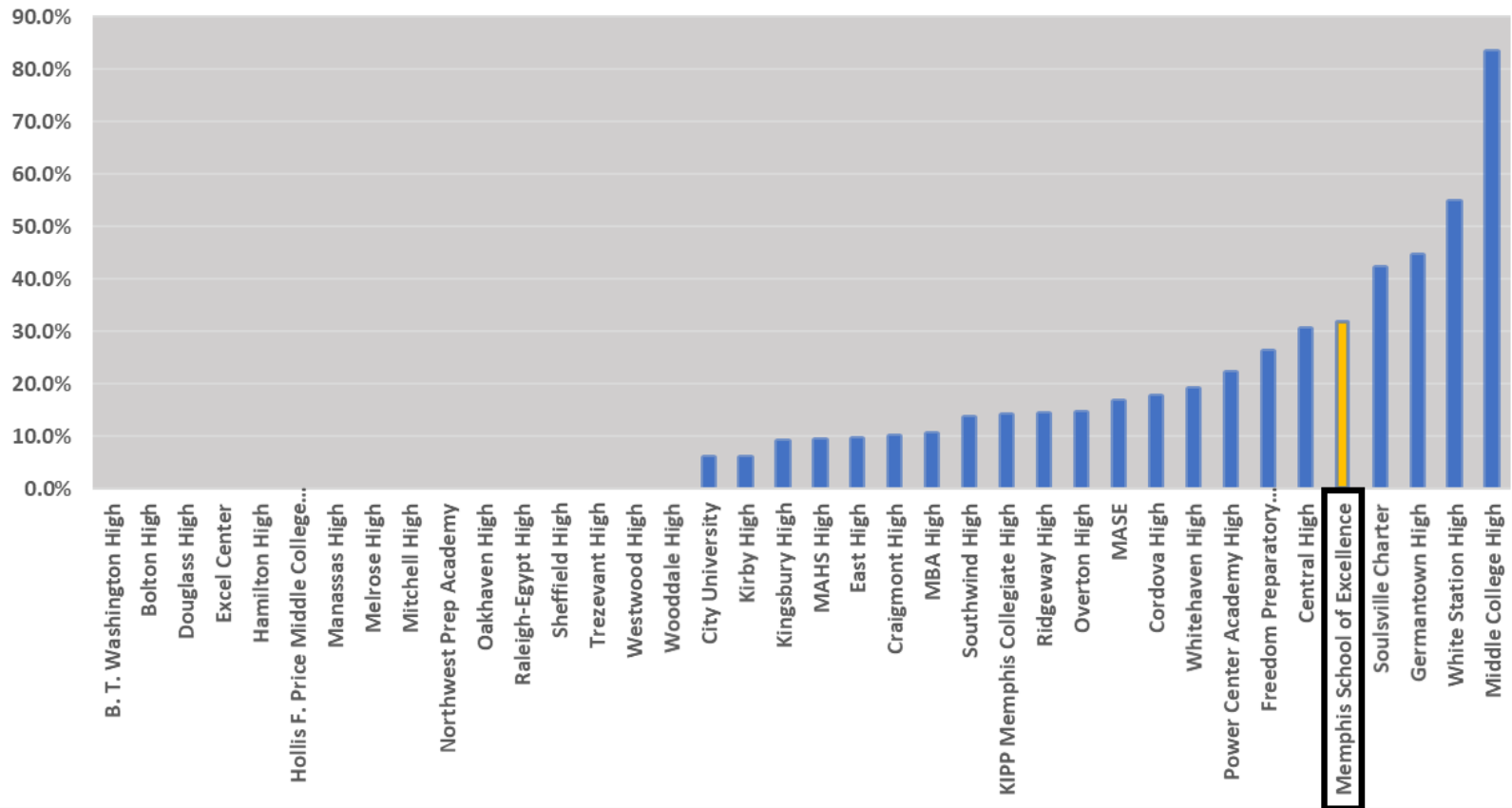
Memphis School of Excellence TVAAS Scores: 2013-2018



Memphis School of Excellence ACT Scores



Ready Graduate Percentage



School Name	Year Opened	City	State	Grades Served	Total Enrollment
Memphis School of Excellence Middle and High School	2010	Memphis	TN	6-12	510
Memphis School of Excellence Elementary School	2017	Memphis	TN	K-5	165

Demographics and Socioeconomics						
% African American	% Hispanic	% White	% Other Race/ Ethnicity	% FRPL	% SPED	% ELL
63%	35%	0	2%	95%	4.20%	8.36%
62%	38%	0	0	95%	2%	16.70%

School Contact Info			
Contact Name	Contact Title	Contact Email	Contact Phone
Muhammet Turkay	Executive Director	mturkay@sememphis.org	901-491-6854
Muhammet Turkay	Executive Director	mturkay@sememphis.org	901-491-6854

Authorizer Contact Information		
Authorizing Organization	Contact Name	Contact Title
Shelby County Schools	Daphne Robinson	Director of Charter Schools
Shelby County Schools	Daphne Robinson	Director of Charter Schools

Contact Email	Contact Phone
---------------	---------------

ROBINSOND5@scsk12.org	901-416-5321
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ROBINSOND5@scsk12.org	901-416-5321
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Attachment U: School Financials

Refer Attachment L: Network Annual Audits for last two audited financial statements.

**READ FOUNDATION
dba MEMPHIS SCHOOL OF EXCELLENCE**

**FINANCIAL STATEMENTS
AND SUPPLEMENTAL INFORMATION
JANUARY 31, 2019**

FINANCIAL STATEMENTS

ACCOUNTANT'S COMPILATION REPORT

The Board of Directors
Read Foundation
dba Memphis School of Excellence
Memphis, Tennessee

Management is responsible for the accompanying financial statements of Read Foundation, Inc. (a nonprofit organization) which comprise the Statement of Net Position as of January 31, 2019 and the related Statements of Activities - Actual and Budgeted for the month and the year to date periods then ended in accordance with accounting principles generally accepted in the United States of America. We have performed a compilation engagement in accordance with Statements on Standards for Accounting and Review Services promulgated by the Accounting and Review Services Committee of the AICPA. We did not audit or review the accompanying financial statements, nor were we required to perform any procedures to verify the accuracy or completeness of the information provided by management. Accordingly, we do not express an opinion, a conclusion, nor provide any form of assurance on these financial statements.

Accounting principles generally accepted in the United States of America require that capital assets which have future value and use be capitalized on the statement of net position and have depreciation recorded in the statements of activities. The organization capitalizes its current year capital asset additions and records depreciation expense in connection with its annual audit. In addition, categories of net position are required to be presented for each period presented. The organization chooses to adjust these categories of net position only in connection with its annual audit. Also, deferred inflows and outflows related to pension assets and liabilities are adjusted only in connection with the annual audit. Management has not determined the effects of these departures on the financial statements.

Management has elected to omit substantially all of the disclosures required by accounting principles generally accepted in the United States of America. If the omitted disclosures were included in the financial statements, they might influence the user's conclusions about the organization's financial position and changes in net assets. Accordingly, these financial statements are not designed for those who are not informed about such matters.

The accompanying budgeted statements of activities for the month ended January 31, 2019 and for the year ending June 30, 2019 and the schedules of activities - actual and budgeted by school are presented for purposes of additional analysis and are not a required part of the basic financial statements. This information is the responsibility of management. The information was not subject to our compilation engagement. We have not audited or reviewed the supplementary budgeted information and, accordingly, we do not express an opinion, a conclusion, nor provide any form of assurance on such supplementary information.

Management has elected to omit the summaries of significant assumptions and accounting policies required under established guidelines for presentation of prospective financial statements. If the omitted summaries were included with the annual budgeted information, they might influence the user's conclusions about Read Foundation dba Memphis School of Excellence's budgeted information. Accordingly, this budgeted information is not designed for those who are not informed about such matters.

We are not independent with respect to Read Foundation, Inc.

Whithorn Tankersley & Davis, LLC

March 4, 2019
Memphis, Tennessee

**READ FOUNDATION
MEMPHIS SCHOOL OF EXCELLENCE
STATEMENT OF NET POSITION
As of January 31, 2019
ASSETS**

CURRENT ASSETS

Cash in Bank-Checking	\$ 1,622,365.16
Cash in Bank-Activity Fund	33,118.96
Accounts Receivable	1,952.46
Prepaid Insurance	16,967.94
Prepaid Rent	54,852.56
Prepaid Expenses	<u>165.07</u>

Total Current Assets	<u><u>1,729,422.15</u></u>
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CAPITAL ASSETS

Building	2,139,929.67
Land	779,900.00
Furniture & Equipment-G&A	119,161.81
Accum Depr-Furniture & Equipment-G&A	(81,993.03)
Accum Depr - Building	(50,297.00)
Building Improvements	2,567,331.81
Accum Depr-Leasehold Improvement	(1,464,345.09)
Furniture, Fixtures & Equipment	369,709.68
Accum Depr-F&E-Instruction	(206,912.01)
Food Service Equipment	15,620.77
Accum Depr-F&E-Food Service	<u>(6,784.31)</u>

Net Capital Assets	<u><u>4,181,322.30</u></u>
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OTHER ASSETS

Prepaid Security Deposit	50,000.00
Net Pension Asset	<u>77,606.00</u>

Total Other Assets	<u><u>127,606.00</u></u>
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DEFERRED OUTFLOWS OF RESOURCES-PENSION	<u><u>433,947.00</u></u>
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TOTAL ASSETS AND DEFERRED OUTFLOWS OF RESOURCES	<u><u>\$ 6,472,297.45</u></u>
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**READ FOUNDATION
MEMPHIS SCHOOL OF EXCELLENCE
STATEMENT OF NET POSITION
As of January 31, 2019
LIABILITIES AND NET POSITION**

CURRENT LIABILITIES

Accounts Payable	30,230.54	
Income Tax WH & Unpaid	(102.66)	
State Income Tax Withheld	855.13	
Social Security Tax	(115.22)	
Medicare Tax	(26.94)	
Retirement-TCRS	50,282.81	
Retirement-Hybrid	5,345.41	
401(k) Contributions	861.85	
Roth 401(k)	107.29	
After Tax Insurance Deductions	(254.86)	
Current Portion-Regions Construction Loan	55,997.00	
Current Portion of Regions Promissory Note	15,608.86	
Current Portion of Regions Loan for HS Gym	18,148.42	
Total Current Liabilities		<u>176,937.63</u>

LONG-TERM LIABILITIES

Mortgage Payable-Regions	1,553,983.63	
Regions Promissory Note	37,071.80	
Regions-Loan for HS Gym Building Work	55,433.33	
Total Long-Term Liabilities		<u>1,646,488.76</u>

Total Liabilities	<u>1,823,426.39</u>
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DEFERRED INFLOWS OF RESOURCES-PENSION	<u>209,192.00</u>
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NET POSITION

Investment in Capital Assets, net	2,445,079.26	
Restricted	121,985.57	
Unrestricted	1,287,022.70	
Change in Net Position	585,591.53	
Total Net Position		<u>4,439,679.06</u>

TOTAL LIABILITIES, DEFERRED INFLOWS OF RESOURCES AND NET POSITION	<u><u>6,472,297.45</u></u>
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READ FOUNDATION
dba MEMPHIS SCHOOL OF EXCELLENCE
STATEMENTS OF ACTIVITIES - ACTUAL AND BUDGETED

	1 Month Ended January 31, 2019 Actual	1 Month Ended January 31, 2019 Budget	7 Months Ended January 31, 2019 Actual	Annual Budget	Budget Variance
Revenues					
Community Services-Day Care	\$ -	\$ 416.67	\$ 1,646.00	5,000.00	\$ (3,354.00)
Lease/Rentals	-	8,000.00	-	96,000.00	(96,000.00)
Sale of Materials & Supplies	3,830.40	5,166.67	59,055.22	62,000.00	(2,944.78)
Contributions & Gifts	-	208.34	-	2,500.00	(2,500.00)
Other Local Revenue	780.00	-	3,597.08	-	3,597.08
Basic Education Program	633,251.68	502,283.92	3,574,986.10	6,027,407.00	(2,452,420.90)
Other State Grants	-	38,028.67	-	456,344.00	(456,344.00)
Other State Revenues	28,700.00	19,250.01	526,764.28	231,000.00	295,764.28
Title I - Grants to Local Education Agencies	-	23,272.84	134,333.28	279,274.00	(144,940.72)
Total Revenue	<u>666,562.08</u>	<u>596,627.12</u>	<u>4,300,381.96</u>	<u>7,159,525.00</u>	<u>(2,859,143.04)</u>
Program Expenses					
Principal	33,175.26	24,395.24	205,583.12	292,743.00	87,159.88
Teachers	190,884.17	219,370.75	1,166,407.82	2,632,449.00	1,466,041.18
Accountants/Bookkeepers	5,250.00	5,250.00	36,765.00	63,000.00	26,235.00
Guidance Personnel	9,975.92	9,975.91	61,280.52	119,711.00	58,430.48
Assistant Principal	16,750.00	10,125.00	103,320.00	121,500.00	18,180.00
Assistant Principal	10,000.00	5,000.00	60,075.00	60,000.00	(75.00)
Secretary	9,581.82	15,416.66	70,444.52	185,000.00	114,555.48
Educational Assistants	1,701.18	-	4,252.95	-	(4,252.95)
Bonus Payments	-	233.33	-	2,800.00	2,800.00
Other Salaries & Wages	2,379.50	2,500.00	14,352.00	30,000.00	15,648.00
Social Security	16,271.58	18,530.16	101,732.09	222,362.00	120,629.91
State Retirement	32,345.50	29,435.73	177,319.38	353,229.00	175,909.62
Medical Insurance	24,470.41	13,799.49	211,104.14	165,594.00	(45,510.14)
Dental Insurance	222.61	93.16	3,302.61	1,118.00	(2,184.61)
Unemployment Compensation	2,745.23	854.41	4,275.82	10,253.00	5,977.18
Employer Medicare	3,805.47	3,474.49	23,792.24	41,694.00	17,901.76
Other Fringe Benefits	36.86	25.00	1,269.96	300.00	(969.96)
Advertising	2,038.50	4,166.66	5,570.06	50,000.00	44,429.94
Audit Services	-	1,641.66	19,700.00	19,700.00	-

See Accountant's Compilation Report

READ FOUNDATION
dba MEMPHIS SCHOOL OF EXCELLENCE
STATEMENTS OF ACTIVITIES - ACTUAL AND BUDGETED

	1 Month Ended January 31, 2019 Actual	1 Month Ended January 31, 2019 Budget	7 Months Ended January 31, 2019 Actual	Annual Budget	Budget Variance
Communication	378.46	2,083.33	7,337.34	25,000.00	17,662.66
Contracts with Other School Systems	-	2,916.66	-	35,000.00	35,000.00
Data Processing Services	-	83.33	770.00	1,000.00	230.00
Data Processing Services	-	-	84.00	-	(84.00)
Dues & Memberships	105.00	70.82	6,105.46	850.00	(5,255.46)
Janitorial Services	9,640.00	11,791.66	67,480.00	141,500.00	74,020.00
Operation Lease Payments	-	-	(0.18)	-	0.18
Legal Services	-	2,916.66	4,353.00	35,000.00	30,647.00
Maintenance & Repair Serv-Building	10,681.00	-	87,445.36	-	(87,445.36)
Maintenance & Repair Services-Building	-	5,000.00	-	60,000.00	60,000.00
Maintenance & Repair Serv-Equipment	-	416.66	-	5,000.00	5,000.00
Payments to Schools-Lunch	-	83.33	-	1,000.00	1,000.00
Postal Charges	500.00	2,916.66	1,300.00	35,000.00	33,700.00
Rentals	46,275.30	57,570.16	322,564.68	690,842.00	368,277.32
Travel	724.08	12,916.65	76,102.66	155,000.00	78,897.34
Disposal Fees	929.16	1,000.00	6,463.40	12,000.00	5,536.60
Contracts for Substitute Teachers-Non-certified	-	4,166.66	-	50,000.00	50,000.00
Other Contracted Services	24,709.53	16,867.81	149,902.79	202,414.00	52,511.21
Other Contracted Services	-	-	37,000.00	-	(37,000.00)
Plant Oper-Electricity	9,327.50	13,000.00	72,369.06	156,000.00	83,630.94
Instructional Supplies & Materials	936.66	7,083.33	179,627.58	85,000.00	(94,627.58)
Office Supplies	72.96	166.66	7,075.66	2,000.00	(5,075.66)
Textbooks	-	8,750.00	41,713.94	105,000.00	63,286.06
Other Supplies & Materials	8,813.14	12,916.66	37,763.95	155,000.00	117,236.05
Liability Insurance	2,603.01	448.00	15,618.06	5,376.00	(10,242.06)
Premium on Corporate Surety Bonds	187.50	482.83	787.50	5,794.00	5,006.50
Workers' Compensation Insurance	1,825.81	1,510.41	8,897.04	18,125.00	9,227.96
Workers' Compensation Insurance	-	-	11,125.11	-	(11,125.11)
In Services/Staff Development	4,385.44	4,583.33	18,891.42	55,000.00	36,108.58
Other Charges	19,497.69	29,456.48	147,456.79	353,478.00	206,021.21
Interest on Notes	6,800.05	8,750.00	47,772.06	105,000.00	57,227.94
Administrative Equipment	-	-	1,503.07	-	(1,503.07)
Building Construction	-	7,500.00	12,000.00	90,000.00	78,000.00

See Accountant's Compilation Report

READ FOUNDATION
dba MEMPHIS SCHOOL OF EXCELLENCE
STATEMENTS OF ACTIVITIES - ACTUAL AND BUDGETED

	1 Month Ended January 31, 2019 Actual	1 Month Ended January 31, 2019 Budget	7 Months Ended January 31, 2019 Actual	Annual Budget	Budget Variance
Building Improvements	-	5,224.41	-	62,693.00	62,693.00
Furniture & Fixtures	-	-	64,728.33	-	(64,728.33)
Regular Instruction Equipment	<u>7,198.50</u>	<u>11,666.66</u>	<u>10,005.12</u>	<u>140,000.00</u>	<u>129,994.88</u>
Total Program Expenses	<u>517,224.80</u>	<u>596,626.81</u>	<u>3,714,790.43</u>	<u>7,159,525.00</u>	<u>3,444,734.57</u>
Change in Net Position	<u>\$ 149,337.28</u>	<u>\$ 0.31</u>	<u>\$ 585,591.53</u>	<u>\$ -</u>	<u>585,591.53</u>

SUPPLEMENTAL INFORMATION

READ FOUNDATION
dba MEMPHIS SCHOOL OF EXCELLENCE
SCHEDULE OF ACTIVITIES - ACTUAL AND BUDGETED
MIDDLE & HIGH SCHOOL

	1 Month Ended January 31, 2019 Actual	1 Month Ended January 31, 2019 Budget	7 Months Ended January 31, 2019 Actual	Annual Budget	Budget Variance
Revenues					
Sale of Materials & Supplies	\$ 3,830.40	\$ 4,166.67	\$ 49,601.63	\$ 50,000.00	\$ (398.37)
Contributions & Gifts	-	166.67	-	2,000.00	(2,000.00)
Other Local Revenue	780.00	-	3,597.08	-	3,597.08
Basic Education Program	438,682.93	431,581.17	2,628,401.12	5,178,974.00	(2,550,572.88)
Other State Revenues	22,300.00	17,333.34	129,000.00	208,000.00	(79,000.00)
Title I - Grants to Local Education Agencies	-	20,907.67	99,333.28	250,892.00	(151,558.72)
Total Revenue	<u>465,593.33</u>	<u>474,155.52</u>	<u>2,909,933.11</u>	<u>5,689,866.00</u>	<u>(2,779,932.89)</u>
Program Expenses					
Principal	21,346.05	17,026.58	116,140.61	204,319.00	88,178.39
Teachers	140,716.41	179,995.75	866,069.58	2,159,949.00	1,293,879.42
Accountants/Bookkeepers	4,593.75	5,250.00	36,108.75	63,000.00	26,891.25
Guidance Personnel	5,250.00	5,250.00	32,925.00	63,000.00	30,075.00
Assistant Principal	16,750.00	10,125.00	103,320.00	121,500.00	18,180.00
Secretary	9,581.82	12,916.66	61,531.30	155,000.00	93,468.70
Bonus Payments	-	233.33	-	2,800.00	2,800.00
Other Salaries & Wages	-	2,500.00	-	30,000.00	30,000.00
Social Security	11,494.30	14,756.08	71,615.75	177,073.00	105,457.25
State Retirement	23,115.08	23,382.24	127,635.41	280,587.00	152,951.59
Medical Insurance	17,319.38	10,299.49	146,787.22	123,594.00	(23,193.22)
Dental Insurance	48.62	93.16	1,753.43	1,118.00	(635.43)
Unemployment Compensation	1,941.91	620.33	2,952.75	7,444.00	4,491.25
Employer Medicare	2,688.22	2,766.83	16,748.90	33,202.00	16,453.10
Other Fringe Benefits	17.48	25.00	766.65	300.00	(466.65)
Advertising	1,867.01	2,500.00	3,622.87	30,000.00	26,377.13
Audit Services	-	1,083.33	19,700.00	13,000.00	(6,700.00)
Communication	378.46	1,250.00	6,521.43	15,000.00	8,478.57
Data Processing Services	-	83.33	770.00	1,000.00	230.00
Dues & Memberships	105.00	29.16	5,525.28	350.00	(5,175.28)
Janitorial Services	7,640.00	9,166.66	50,450.00	110,000.00	59,550.00
Operation Lease Payments	-	-	(0.18)	-	0.18

See Accountant's Compilation Report

READ FOUNDATION
dba MEMPHIS SCHOOL OF EXCELLENCE
SCHEDULE OF ACTIVITIES - ACTUAL AND BUDGETED
MIDDLE & HIGH SCHOOL

	1 Month Ended January 31, 2019 Actual	1 Month Ended January 31, 2019 Budget	7 Months Ended January 31, 2019 Actual	Annual Budget	Budget Variance
Legal Services	-	2,500.00	4,353.00	30,000.00	25,647.00
Maintenance & Repair Serv-Building	9,477.41	-	76,790.86	-	(76,790.86)
Maintenance & Repair Services-Building	-	5,000.00	-	60,000.00	60,000.00
Maintenance & Repair Serv-Equipment	-	416.66	-	5,000.00	5,000.00
Payments to Schools-Lunch	-	83.33	-	1,000.00	1,000.00
Postal Charges	-	1,666.66	150.00	20,000.00	19,850.00
Rentals	46,275.30	47,570.16	322,564.68	570,842.00	248,277.32
Travel	531.17	8,749.99	52,530.78	105,000.00	52,469.22
Disposal Fees	929.16	1,000.00	4,044.48	12,000.00	7,955.52
Contracts for Substitute Teachers-Non-certified	-	4,166.66	-	50,000.00	50,000.00
Other Contracted Services	23,608.98	14,999.98	118,298.74	180,000.00	61,701.26
Other Contracted Services	-	-	19,500.00	-	(19,500.00)
Plant Oper-Electricity	9,327.50	10,000.00	70,373.06	120,000.00	49,626.94
Instructional Supplies & Materials	809.72	5,000.00	19,900.11	60,000.00	40,099.89
Office Supplies	72.96	-	2,811.76	-	(2,811.76)
Textbooks	-	5,000.00	4,048.29	60,000.00	55,951.71
Other Supplies & Materials	2,890.15	7,500.00	13,194.85	90,000.00	76,805.15
Liability Insurance	1,301.51	223.00	7,809.06	2,676.00	(5,133.06)
Premium on Corporate Surety Bonds	187.50	274.50	787.50	3,294.00	2,506.50
Workers' Compensation Insurance	-	1,010.41	-	12,125.00	12,125.00
Workers' Compensation Insurance	-	-	5,562.57	-	(5,562.57)
In Services/Staff Development	675.44	3,458.33	8,179.26	41,500.00	33,320.74
Other Charges	19,289.18	28,041.65	136,159.96	336,500.00	200,340.04
Interest on Notes	6,800.05	8,750.00	47,772.06	105,000.00	57,227.94
Administrative Equipment	-	-	1,503.07	-	(1,503.07)
Building Construction	-	7,500.00	12,000.00	90,000.00	78,000.00
Building Improvements	-	5,224.41	-	62,693.00	62,693.00
Furniture & Fixtures	-	-	7,196.00	-	(7,196.00)
Regular Instruction Equipment	7,198.50	6,666.66	7,393.38	80,000.00	72,606.62
Total Program Expenses	<u>394,228.02</u>	<u>474,155.33</u>	<u>2,613,868.22</u>	<u>5,689,866.00</u>	<u>3,075,997.78</u>
Change in Net Position	<u>\$ 71,365.31</u>	<u>\$ 0.19</u>	<u>\$ 296,064.89</u>	<u>\$ -</u>	<u>296,064.89</u>

See Accountant's Compilation Report

READ FOUNDATION
dba MEMPHIS SCHOOL OF EXCELLENCE
SCHEDULE OF ACTIVITIES - ACTUAL AND BUDGETED
ELEMENTARY SCHOOL

	1 Month Ended January 31, 2019 Actual	1 Month Ended January 31, 2019 Budget	7 Months Ended January 31, 2019 Actual	Annual Budget	Budget Variance
Revenues					
Community Services-Day Care	\$ -	\$ 416.67	\$ 1,646.00	\$ 5,000.00	\$ (3,354.00)
Lease/Rentals	-	8,000.00	-	96,000.00	(96,000.00)
Sale of Materials & Supplies	-	1,000.00	9,453.59	12,000.00	(2,546.41)
Contributions & Gifts	-	41.67	-	500.00	(500.00)
Basic Education Program	194,568.75	70,702.75	946,584.98	848,433.00	98,151.98
Other State Grants	-	38,028.67	-	456,344.00	(456,344.00)
Other State Revenues	6,400.00	1,916.67	397,764.28	23,000.00	374,764.28
Title I - Grants to Local Education Agencies	-	2,365.17	35,000.00	28,382.00	6,618.00
Total Revenue	200,968.75	122,471.60	1,390,448.85	1,469,659.00	(79,210.15)
Program Expenses					
Principal	11,829.21	7,368.66	89,442.51	88,424.00	(1,018.51)
Teachers	50,167.76	39,375.00	300,338.24	472,500.00	172,161.76
Accountants/Bookkeepers	656.25	-	656.25	-	(656.25)
Guidance Personnel	4,725.92	4,725.91	28,355.52	56,711.00	28,355.48
Assistant Principal	10,000.00	5,000.00	60,075.00	60,000.00	(75.00)
Secretary	-	2,500.00	8,913.22	30,000.00	21,086.78
Educational Assistants	1,701.18	-	4,252.95	-	(4,252.95)
Other Salaries & Wages	2,379.50	-	14,352.00	-	(14,352.00)
Social Security	4,777.28	3,774.08	30,116.34	45,289.00	15,172.66
State Retirement	9,230.42	6,053.49	49,683.97	72,642.00	22,958.03
Medical Insurance	7,151.03	3,500.00	64,316.92	42,000.00	(22,316.92)
Dental Insurance	173.99	-	1,549.18	-	(1,549.18)
Unemployment Compensation	803.32	234.08	1,323.07	2,809.00	1,485.93
Employer Medicare	1,117.25	707.66	7,043.34	8,492.00	1,448.66
Other Fringe Benefits	19.38	-	503.31	-	(503.31)
Advertising	171.49	1,666.66	1,947.19	20,000.00	18,052.81
Audit Services	-	558.33	-	6,700.00	6,700.00
Communication	-	833.33	815.91	10,000.00	9,184.09
Contracts with Other School Systems	-	2,916.66	-	35,000.00	35,000.00
Data Processing Services	-	-	84.00	-	(84.00)

See Accountant's Compilation Report

READ FOUNDATION
dba MEMPHIS SCHOOL OF EXCELLENCE
SCHEDULE OF ACTIVITIES - ACTUAL AND BUDGETED
ELEMENTARY SCHOOL

	1 Month Ended January 31, 2019 Actual	1 Month Ended January 31, 2019 Budget	7 Months Ended January 31, 2019 Actual	Annual Budget	Budget Variance
Dues & Memberships	-	41.66	580.18	500.00	(80.18)
Janitorial Services	2,000.00	2,625.00	17,030.00	31,500.00	14,470.00
Legal Services	-	416.66	-	5,000.00	5,000.00
Maintenance & Repair Serv-Building	1,203.59	-	10,654.50	-	(10,654.50)
Postal Charges	500.00	1,250.00	1,150.00	15,000.00	13,850.00
Rentals	-	10,000.00	-	120,000.00	120,000.00
Travel	192.91	4,166.66	23,571.88	50,000.00	26,428.12
Disposal Fees	-	-	2,418.92	-	(2,418.92)
Other Contracted Services	1,100.55	1,867.83	31,604.05	22,414.00	(9,190.05)
Other Contracted Services	-	-	17,500.00	-	(17,500.00)
Plant Oper-Electricity	-	3,000.00	1,996.00	36,000.00	34,004.00
Instructional Supplies & Materials	126.94	2,083.33	159,727.47	25,000.00	(134,727.47)
Office Supplies	-	166.66	4,263.90	2,000.00	(2,263.90)
Textbooks	-	3,750.00	37,665.65	45,000.00	7,334.35
Other Supplies & Materials	5,922.99	5,416.66	24,569.10	65,000.00	40,430.90
Liability Insurance	1,301.50	225.00	7,809.00	2,700.00	(5,109.00)
Premium on Corporate Surety Bonds	-	208.33	-	2,500.00	2,500.00
Workers' Compensation Insurance	1,825.81	500.00	8,897.04	6,000.00	(2,897.04)
Workers' Compensation Insurance	-	-	5,562.54	-	(5,562.54)
In Services/Staff Development	3,710.00	1,125.00	10,712.16	13,500.00	2,787.84
Other Charges	208.51	1,414.83	11,296.83	16,978.00	5,681.17
Furniture & Fixtures	-	-	57,532.33	-	(57,532.33)
Regular Instruction Equipment	-	5,000.00	2,611.74	60,000.00	57,388.26
Total Program Expenses	<u>122,996.78</u>	<u>122,471.48</u>	<u>1,100,922.21</u>	<u>1,469,659.00</u>	<u>368,736.79</u>
Change in Net Position	<u>\$ 77,971.97</u>	<u>\$ 0.12</u>	<u>\$ 289,526.64</u>	<u>\$ -</u>	<u>\$ 289,526.64</u>

Memphis School of Excellence

Memphis, Tennessee

A Charter School Proposal

Submitted by

Read Foundation

Rev. December 8, 2009

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Charter Applicant Information Sheet

Name of Proposed Public Charter School: Memphis School of Excellence

Proposed School Address (if known): N/A

City, County, and School System in which Proposed School is Located: Memphis, Shelby County, Memphis City Schools

Legal Name of Group (Sponsor) Applying for Charter: Read Foundation

Primary Contact Person: Cem Akkus (President), Dr. Soner Tarim (Spokesperson)

Address: 198 Island Bluff Dr.

City: Memphis

State: TN

Zip: 38103

Daytime Telephone: Cem Akkus 646-387-9885, Dr. Tarim; 832-641-5588 **Fax:** 901-595-4585

Email Address: Mr. Akkus (cakkus@memphis.edu), Dr. Tarim (sonertarim@gmail.com)

Proposed Grade Levels & Total Student Enrollment:


Year	Grade Levels	Total Student Enrollment
Year One	6-9	<u>300</u>
Year Two	6-10	<u>350</u>
Year Three	6-11	<u>400</u>
Year Four	6-12	<u>475</u>
Year Five	6-12	<u>475</u>

Ultimately, once all grade spans have been added, what is the proposed grade configuration of the school? 6-12

Brief description of the proposed school's focus and mission (2-3 sentences):

The mission of Memphis School of Excellence is to provide a safe and collaborative environment which will cultivate the academic and social development of its students by emphasizing math, science, and technology for the purpose of students setting and meeting higher education goals.

MSE's school model is rigorous (prepares students for college), relevant (reinforces math and science skills) and is underpinned by a tight web of relationships (a strong culture reinforced by teachers and parents). Student achievement/outcome will be built on 3 core principles within the school model: a challenging math and science curriculum supported by theory; a focus on assessment; and a culture of constructive competition, discipline and parental engagement. MSE will utilize technology across all of these dimensions to reinforce its school model and curriculum.

Signature of Primary Contact Person: 

Date: December 8, 2009

Assurances Form

This form must be signed by a duly authorized representative of the sponsor and submitted with the application. An application will be considered incomplete if it is not accompanied by the Assurances Form signed by an authorized individual.

As the authorized representative of the sponsor, I hereby certify that the information submitted in this application for a charter for the Memphis School of Excellence to be located at the MNPS Clusters is true to the best of my knowledge and belief; and further I understand that, if awarded a charter, the school:

1. will operate as a public, nonsectarian, non-religious public school, with control of instruction vested in the governing body of the school under the general supervision of the chartering authority and in compliance with the charter agreement and the charter school act;
2. will meet the same performance standards and requirements adopted by the state board of education for public schools;
3. will provide special education services for students as provided in Title 49, Chapter 10;
4. will follow all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, national origin, religion, ancestry, or need for special education services;
5. will follow any federal and state court orders in place in the local school district;
6. will comply with federal and state applicable health and safety standards;
7. will not be a conversion of any private, parochial, cyber-based, or home-based school;
8. will not be a cyber-based school;
9. (if conversion school) will demonstrate that parents of sixty percent of the children enrolled at a public school or sixty percent of the teachers assigned to the school have consented their support to conversion (please provide petitions as attachment);
10. will open to bid all contracts for goods and services in excess of five thousand dollars (\$5,000);
11. will be subject to the provisions of Tenn. Code Ann. §12-4-101 and 12-4-102 with regard to conflicts of interest;
12. will deem meetings of the governing body as public business and be held in compliance with Tenn. Code Ann. §8-44-102;
13. will employ individuals to teach who hold a license to teach in a public school in Tennessee or meet the minimum requirements for licensure as defined by the state board of education;
14. will follow state audit procedures and audit requirements;

15. will not charge tuition, unless the governing body of the charter school approves a transfer from another district to a public charter school in its district pursuant to the provisions of Tenn. Code Ann. §49-6-3003;
16. will operate on a July 1 to June 30 fiscal year and will adopt and operate under an annual budget for such fiscal year;
17. will prepare a budget in the same format as that required by the state department of education for local education agencies;
18. will maintain its accounts and records in accordance with generally accepted accounting principles and in conformance with the uniform chart of accounts and accounting requirements prescribed by the comptroller of the treasury;
19. will prepare and publish an annual financial report that encompasses all funds and includes the audited financial statements of the charter school;
20. will require any member of the governing body, employee, officer or other authorized person who receives funds, has access to funds, or has authority to make expenditures from funds, to give a surety bond in the form prescribed by Tenn. Code Ann. §8-19-101;
21. will at all times maintain all necessary and appropriate insurance coverage;
22. will be non-religious in its programs, admissions policies, governance, employment practices and all other operations, and its curriculum will be completely secular;
23. will adhere to all provisions of federal law relating to students who are limited English proficient (LEP), including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, that are applicable to it;
24. will follow any and all federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school;

Cem Akkus

Name of Authorized Signer (Print or type)

President

Title of Authorized Signer


Signature

December 8, 2009

Date

1. Mission Statement

Section 1 – Provide a statement defining the mission and goals of the proposed public charter school. Explain the mission of your proposed public charter school. Provide a clear and concise statement that defines the purposes and nature of the school. Your mission statement should in one or two sentences indicate what the school intends to do, for whom, and to what degree.

Explain the need for this particular school in the community it will serve and the target student population. If your school currently exists and is applying for a conversion to charter status, explain how the school will benefit from becoming a public charter school and how the conversion will more adequately meet the needs of the students being served.

State the goals for the proposed school. Specify in clear and measurable terms what you hope to accomplish in the areas of (1) academic performance, (2) organizational performance, and (3) other school-specific goals.

The Mission Statement

The mission of Memphis School of Excellence (MSE) is to provide a safe and collaborative environment which will cultivate the academic and social development of its students by emphasizing math, science, and technology for the purpose of students setting and meeting higher education goals. Graduates of MSE will have the tools necessary to positively impact their communities as they pursue their personal and professional aspirations. Memphis School of Excellence believes an effective and adequate education necessary for the citizens of the future relies heavily on a multidimensional academic curriculum in which all core subjects will be blended together through various teaching methods while promoting the development of a strong character that supports and respects society. We strongly believe that MSE's mission statement and our outlined goals relate to the Memphis City Schools' strategic plan which is based on student achievement, accountability, parent and community involvement, healthy youth development, safety and diversity.

Memphis School of Excellence believes that focusing on an overall high academic achievement will include providing opportunities for individual skills and talents to develop to higher levels. This will inspire in students a lifelong love of learning and desire for self-improvement and creativity. MSE strives to lead each and every student to these accomplishments by using enhanced Tennessee Curriculum Standards. The No Child Left Behind (NCLB) Act of 2001 will serve as a guideline in our commitment to teach every student how to reach his or her fullest potential. As part of the NCLB Act, instruction at MSE will be research based and evaluated

frequently, teacher development will be a continual process, and special emphasis will be given for the adequate yearly progress of each student.

Every effort will be made to humanize and personalize the environment in which students learn, and to maintain safe, friendly and wholesome atmosphere that encourages creative expression and a desire to acquire knowledge. The emphasis of the entire instructional program is aimed at meeting the individual needs of each student in order to allow children to develop to their fullest potential. The school establishes an atmosphere in which students develop abilities to generate new thoughts, to think analytically, to draw logical conclusions, and to express thoughts in written and verbal form. By instilling in the student's knowledge and appreciation of one's heritage as a member of the American community, as an American citizen, and as a member of a family, the school strives to make the student aware of accountability to oneself and to others.

Since adolescents thrive in an environment of diversity, we will strive to create a diverse learning environment. Diversity is not only a motivating factor, but also an essential element in a well-rounded education. It serves as a key to success in our diverse American society, institutions of higher learning, and inter-connected global economy.

Each and every student at MSE will be regarded as a unique, valuable, and vital member of the school community. Individual attention in the form of one-on-one tutorial, intensive counseling, and individualized goals is the key to motivating our students. Cooperation with area universities is an effective means toward enhancing the effectiveness of our tutorial system.

Multi-cultural aspects are also integrated into our curricula; not just through geography and foreign language, but within each of our subject areas. Our students are encouraged to make additional contacts with other cultures by participating in local, national and International Science and Mathematics Competitions.

While cherishing the individual choice of each student, the school will focus on curriculum standards so that children may achieve the mastery upon which further learning will be built. MSE will use a variety of teaching methods to ensure learning for all students regardless of race, gender, or socioeconomic background.

Memphis School of Excellence's curriculum will be project oriented, interdisciplinary, and thematic. School Science fairs, student work displays, performances, newsletters, multimedia publications (web, CDs and etc.), in-school academic competitions and various methods will be used to exhibit student work.

The founders envision an environment where families, teachers, and students communicate on a regular basis, in order to optimize the students' educational opportunities in addition to activities that contribute to the complete personal and social development and personal esteem, such as recreation, athletics and co-curricular and/or extracurricular activities. Learning and applying Science, Math, and Technology through projects that are linked to community and family is the means by which students experience personal academic success and emotional growth. Students at MSE will have an extended Health Curriculum that will involve Nutrition, Health and Fitness. Students will be educated on healthy and safe nutritional habits in our school in order to develop a fit and healthy generation.

The founders believe that leading by example is the best way to inspire change. Through the development of a school with challenging standards of academic excellence, which results in higher achievement scores; through the inclusion of all students regardless of racial, ethnic background, language barriers, educational classifications, or socio-economic status; and through the demonstrated satisfaction of students and families alike, the impetus for change in the region public schools will be realized.

Needs

A recent report prepared for Members of Congress by the Congressional Research Service highlights a growing concern that the United States is not preparing a sufficient number of students, teachers, and practitioners in the areas of science, technology, engineering, and mathematics (STEM). A large majority of secondary school students fail to reach proficiency in math and science, and many are taught by teachers lacking adequate subject matter knowledge.

Overall, Tennessee is among the nation's lowest-ranking states in the proportion of the adult population with a college degree. Tennessee's high school graduation rate is the third lowest in the nation, barely ahead of South Carolina and Nevada; worse yet, our graduation rate has actually declined over the past decade. Tennessee students routinely fall below national averages in reading and mathematics scores on the Nation's Report Card.

There are a limited number of schools in Memphis that offer a comprehensive college preparatory program emphasizing mathematics, science, and technology. Memphis School of Excellence will strive to play a role in satisfying this need. University of Memphis and other local institutions of higher learning currently offer programs in mathematics, science, and technology. MSE will offer programs to develop the necessary skills for its students to enroll in Science and Engineering departments in local and national universities; to compete in the increasingly demanding workplace of science and technology; and to contribute to the long-term economic development of the region.

As seen in the following tables (Table 1.1 and Table 1.2), Academic ACT achievement of Memphis City Schools' students is below state averages at all subjects. This low performance means that the majority of students do not receive a college preparatory education in MCS. These numbers indicate that the students of the region need stronger encouragement and motivation for Higher Education Programs. Tables 1.1 and 1.2 clearly depict that there is a great need for a college preparatory charter school that offers rigorous math and science programs to low achieving students in the city of Memphis.

Table 1.1: Academic ACT Achievement					
Grades 9-12: ACT	Memphis City Schools				State
Subjects	2005	2006	2007	2008	2007
Composite	17.6	17.9	17.7	17.5	20.7
English	17.5	17.8	17.3	17.3	20.8
Math	17.1	17.4	17.3	17.0	19.9
Reading	17.7	17.9	17.8	17.4	21.1
Science/Reasoning	17.7	18	17.7	17.6	20.4

Table 1.2: Academic Achievement Data Comparisons between MCS and the State							
Subjects	Grades	MCS 2007	State 2007	Subjects	Grades	MCS 2007	State 2007
Math	6	81	89	Algebra I	9	64	86
	7	78	88		10	48	73
	8	78	88		11	29	58
Reading/LA	6	85	92		12	37	53
	7	81	90	Physical Science	9	81	89
	8	85	92		10	74	90
Science	6	66	84		11	84	90
	7	55	78	Biology I	12	83	93
	8	51	74		9	93	97
Social Studies	6	61	79		10	90	96
	7	50	76		11	68	88
	8	48	71		12	58	80

Memphis School of Excellence will be addition to Memphis City Schools to address this critical need of having a college preparation charter school focusing on Math, Science, and technology. MSE will provide exemplary education to underserved population. MSE's rigorous academic program will present a choice as an alternative path for students and families of Memphis City Schools.

Table 1.3 through Table 1.5 compares the percentages of student populations that are proficient, below and advance in mathematics, reading, and writing. As it is seen, African American and economically disadvantage student populations are below the target percentages of proficiency in all grade levels. Because majority of student population in Memphis City schools made up of African American students (Table 1.6), MCS did not meet AYP in high school grades for African American students. It is important to offer a high achieving, goal oriented, and rigorous academic program for all students.

Table 1.3: AYP Summary Table for Math (Grades K-8)

Subgroups	2007		2008		2008 State	
	Target % Proficient & Adv. (79)		Target % Proficient & Adv. (86%)		Target % Proficient & Adv. (86%)	
	% Below Prof.	% Prof & Adv	% Below Prof.	% Prof & Adv	% Below Prof.	% Prof & Adv
All Students	19	81	17	83	9	91
African American	21	79	18	82	16	84
Asian/Pacific Islander	4	96	3	97	3	97
Hispanic	15	85	12	88	11	89
Native American	6	94	8	92	7	93
White	6	94	5	95	6	94
Economically Disadvantaged	21	79	18	82	14	86
Students with Disabilities	54	46	48	52	32	68
Limited English Proficient	19	81	14	86	18	82

Source: Tennessee Department of Education Report Cards 2008.

Table 1.4: AYP Summary Table for Math (Grades 9-12)

Subgroups	2007		2008		2008 State	
	Target % Proficient & Adv. (75%)		Target % Proficient & Adv. (83)		Target % Proficient & Adv. (83)	
	% Below Prof	% Prof & Adv	% Below Prof	% Prof & Adv	% Below Prof	% Prof & Adv
All Students	31	69	25	75	13	87
African American	34	66	27	73	23	77

Asian/Pacific Islander	10	90	5	95	5	95
Hispanic	26	74	17	83	14	86
Native American	*	*	*	*	11	89
White	10	90	4	96	9	91
Economically Disadvantaged	35	65	28	72	20	80
Students with Disabilities	60	40	53	47	38	62
Limited English Proficient	34	66	20	80	22	78

Source: Tennessee Department of Education Report Cards 2008.

Table 1.5: AYP Summary Table for Reading/Language Plus Writing (Grades 9-12)

Subgroups	2007		2008		2008 State	
	Target % Proficient & Adv. (90%)		Target % Proficient & Adv. (93%)		Target % Proficient & Adv. (93%)	
	% Below Prof.	% Prof & Adv	% Below Prof.	% Prof & Adv	% Below Prof.	% Prof & Adv
All Students	12	88	10	90	7	93
African American	14	86	11	89	11	89
Asian/Pacific Islander	11	89	6	94	5	95
Hispanic	14	86	14	86	12	88
Native American	*	*	*	*	8	92
White	2	98	2	98	6	94
Economically Disadvantaged	14	86	12	88	11	89
Students with Disabilities	48	52	34	66	26	74
Limited English Proficient	33	67	24	76	28	72

Source: Tennessee Department of Education Report Cards 2008.

Table 1.6: Memphis City Schools Student Body Demographics

Subgroups	# of Students	% of Students
African American	96,118	86.1
Asian / Pacific Islander	1,397	1.3
Hispanic	5,943	5.3
Native American / Alaskan	106	0.1
White	8,040	7.2
Economically Disadvantaged	78,036	79.6

Source: Tennessee Department of Education Report Cards 2008.

In addition to low student achievement in Memphis City Schools, attendance and graduation rates are extremely low in MCS compared to state average (Table 1.7). Consequently, the dropout rate is almost twice as high as the state average. MSE will provide *alternatives* for parents, especially for those who would like their children to be educated with an orientation in a particular subject area. Because of its *small size* and *friendly environment*, MSE will draw parents to school in larger numbers more than a traditional public school. Specifically, MSE will offer parents and students more options to *participate* in an academic setting in a more dynamic manner.

Table 1.7: Attendance and Graduation Rates for students in Grades 9-12

Non-Academic Indicators	2006	2007	2008	State Goal
Attendance Rate (%) (Grade N not included)	88.6	89.2	89.2	93
Cohort Dropout (%)	15	14.7	19.3	10
Graduation Rate (NCLB) (%)	67.2	69.6	66.9	90

Source: Tennessee Department of Education Report Cards 2008.

According to national statistics, minorities and women are still underrepresented (about 10%) in the high-tech and science careers. MSE will focus its efforts on becoming a vehicle for underrepresented communities and women to select and succeed in rigorous programs of studies and careers in Math, Science and engineering fields.

Need for Memphis School of Excellence in Memphis

Memphis School of Excellence will allow room for *flexibility*, *creativity*, and fine tuning in school policies, curriculum, and management based on local needs. While keeping state standards and benchmarks as a guiding tool, MSE will implement additional programs to meet the *individualized needs* of their students, parents and teachers. The *small classroom* and *school size* will help to maintain a low faculty: student ratio (1:15) to achieve targeted performance goals.

The *educational philosophy* and specialized mission of MSE will foster an entrepreneurial spirit that will create a productive educational community. The *flexible curriculum* will allow a successful implementation and evaluation of a Character Education and Teen Leadership program on campus. The small number of students and a small sized campus will enable the administration to implement a firm discipline policy, provide supervision on campus, and avoid circumstances that jeopardize *safety* by applying measures to take certain precautions in an unlikely emergency situation.

In MSE, school officials will be able to educate and guide our parents on how to develop a positive attitude and approach towards their children, how to communicate and interact with their children more effectively, and how to manage their children's natural transformation and development. MSE will help to create a community by involving parents, neighbors, non-profit organizations, and businesses in various educational activities.

One of the priorities in schools today is the safety of students. Parents are looking for a small campus where they can leave their children in a safe and nurturing environment. While the proposed communities at large are suffering in both the short and long run from the violence and instability that may occur in and around large schools, MSE is committed to standing against any and all threats by forming a safe campus environment through ongoing monitoring and supplemental supervision for the students. As a small sized campus, MSE will have the secure and conducive learning environment that parents hope to find.

There is a need for strong parent/teacher/student relationships. We strongly believe that establishing a positive relationship with students' families is an important tool in school reform, particularly in low-income, urban districts where educators traditionally struggle to build parent involvement. Faculty and administrators of Memphis School of Excellence will conduct periodic home visit for all students. Home visits help establish rapport between parents and teachers. During home visits, teachers discuss student progress, school programs and planning; and parents provide invaluable feedback and input; thus students improve both academically and socially. Home visits will be an integral part of our educational program and we believe that home visits will contribute greatly to our students' success.

There is a serious need for instilling moral values in students at our schools. The school plans to implement a campus-wide Character Education Program that will help our students build unshakable character and the personal and professional skills needed for future leadership. Students at MSE will be encouraged to take responsibility for their actions, seek role models and develop into good citizens with high ethical and moral values. Parents will be regularly informed about the Character Education Program to ensure that they will also be involved in our effort in inspiring good behavior in our future leaders. Students will also meet and interact with professionals during Career Days and develop an early inclination toward success for their future aspirations.

Integration of technology into various curricula has been an ambitious goal in schools. MSE will serve as a unique school in the region where technology is widely and scientifically used as a student-oriented learning tool.

Students in our schools will benefit from being taught the significance of giving back to community. Parents and students will actively be involved in the community service program at MSE and reach out to the community as the community in turn adopts ideas and contributes to the school. The demand for professionals with a strong math, science and technology background

outpaces many other non-technical careers. Attracting young people to attend high schools, and giving them the motivation to pursue their academic goals in a college by preparing them for higher education is one of the aims of MSE.

Memphis City Schools' vision is to become an internationally competitive urban school system that produces well-rounded, high-achieving students. However, most middle and high school students are not aware of the opportunities to compete in global math and science competitions (i.e., science and math Olympiads). MSE will raise students' awareness and begin the process of guiding them toward developing skills and the desire to compete at the highest level.

Students in middle and high school will be introduced to research methods. MSE students will be asked to complete a science project every year. This research effort will be an enrichment activity, a family experience, an early start to academic work, an opportunity to develop a portfolio, a reference for the best colleges, and a way to establish connections with universities. Students will have the opportunity to work on advanced projects under the supervision of college professors and students. Students in our schools need and can greatly benefit from this type of exposure.

The Character Education and Teen Leadership programs will meet the need for instilling ethical and moral values in our children and will develop leadership skills in our youth. MSE plans to implement a campus-wide Teen Leadership Program that will help our students build great character, exemplary personalities, and skills for future leadership.

The Career Education Program will address the needs of middle and high school students by helping them learn more about themselves, the corporate world, and various professions in order for students to make the perfect match. In the Career and Technology, students will be guided to follow different tracks such as business, health, technology, trade, etc.

Academic and Organizational Goals

Based on the comments of the Application Review Committee, following revisions are made:

- 1- "Performance Measure Indicator" is added for each specific goal to show how the performance for each goal is going to be measured.
- 2- Some of the objectives were modified (and changes were underlined) to make them more specific and clear.

- 3- “Academic Performance Goals” part was modified. These goals not only relate to state testing but also SAT, ACT, demographics ratio, drop-out rate, college acceptance rate, student attendance rate, enrollment in AP and dual-credit courses, and career-technology classes in high school.

Academic Goals

Goal #1. Students will receive a thorough and comprehensive, balanced education, meeting and exceeding the Tennessee Curriculum Standards.

Objectives:

- a. All students will be given standardized tests (e.g. Iowa Tests of Basic Skills, STAR Reading test, STAR Early Literacy Test, and Star Math Test) at the beginning of the school year. Test data will help teachers and administrators to adjust the instructional level, and arrange appropriate supportive programs for students at risk. Test results will also be utilized by the administrative staff to modify the curriculum if necessary, in order to emphasize areas of deficiency by the end of the first school year. (Please see “student goals” part of the section 2 for more detailed explanations about strategies, performance measures, and assessment tools that the school will use to achieve its academic objectives for each core subject.)
- b. Students with special needs will receive individualized goals, and as appropriate, students suspected of being eligible for special education will be referred for evaluation, evaluated, and if classified will receive Individualized Educational Plans developed and implemented, according to the state and federal timelines.
- c. Students entering with IEPs will be accommodated according to the IEP in place.
- d. Special Education teacher will utilize a consultative model to work with all classroom teachers and other applicable staff members, to assist with modifications to the students’ programs within the mainstream classrooms. This process will begin as early as the faculty orientation.
- e. 100% of the students will be re-tested at the end of the academic year, utilizing standardized tests and teacher tests.
- f. 85% of the students will demonstrate improvement in identified areas of deficiency.
- g. 85% of the students will demonstrate improvement academically, at a minimum, meeting the standards of the TCS.
- h. 100% of the students will take standardized tests required of all public school students. Students will also be assessed through teacher tests, and student maintained portfolios.

- i. In regard to special education students, 85% of classified students will demonstrate mastery of 85% of their educational goals as outlined on their IEPs.

Performance Measure Indicator: % of the students taking the above mentioned tests and programs, % of students performing at above mentioned levels.

Goal #2. All students will be educated in an environment of mutual respect. Character Education and Leadership development will be provided.

Objectives:

- a. All students will participate in classroom activities geared towards problem solving, conflict resolution, peer support, leadership, group sharing, cooperative learning projects, and self-esteem.
- b. The aims of education are to support the growth of pupils' overall personalities. The cognitive goals of education are to strengthen study skills and cognitive skills of pupils. The affective and social goals of education are met by providing socio-ethical and aesthetic education alongside with the conventional learning of facts. Keeping these in mind, a strong character education and leadership development program will be implemented at MSE.
- c. **Starting from 6th grade, MSE will offer a character education class. The Character Education class will encourage students to take responsibility for their actions. 100 % of students in grades 6 through 12 will take character education class. 100 % school-wide students will participate in character education program**
- d. All teachers will be evaluated with a component of inclusion of character development in the classroom activities and periodic teacher evaluations.
- e. Issues of cultural and ethnic diversity will be considered valuable additions to the learning environment and will be encouraged as subjects of study and discussion.
- f. Language barriers will be eliminated through the infusion of ELL programs, as reflected in the daily class schedule.
- g. Students and families will be requested to complete a feedback questionnaire regarding satisfaction with the atmosphere concerning mutual respect, at the end of the first academic year and annually thereafter.

Performance Measure Indicator: % of the students, teachers, and parents who attend the above mentioned classes, programs, or surveys.

Goal #3. All students will become computer literate so that they will become part of the digital revolution. The school web site will be another communication tool between school and home.

Objectives:

- a. Parents will be able to access student academic information (attendance, conduct, discipline reports, and teacher comments) via internet. The school web site will be used as a strong communication tool between school and home. The web page will be updated regularly with ongoing projects, activities, announcements, and homework logs.
- b. All students will receive computer instruction according to achievement level, grade level, and appropriateness of technology use for the specific lessons. Eventually all students will be able to utilize the computer for word processing, data collection and maintenance, research, use of the Internet, report cards, and portfolios. 80 % students will present a project/topic to their class by use of PowerPoint type presentation at least in one subject by the end of first year this percentage will increase in next coming years.
- c. Teachers will utilize computer technology and other electronic media such as video, audio, and computer software from the inception of the academic program. 50% of teacher will use technology in the classroom (Website, Online Supplementary courses, Smart Boards etc.) by the end of the first school year and this percentage will increase in next coming years.
- d. Teachers will be aided in their use of computers for classroom instruction through in-service training prior to the opening of the school.
- e. School will seek funding to expand computer availability for students to reduce the ratio of computers for students.

Performance Measure Indicator: % of students using technology in their presentations, % of teachers using technology in their classroom, % of students who receive adequate computer education, % of parents using school web site for their children academic records and communicating with the teachers, and student/computer ratio.

Goal #4. Students will be given the opportunity to expand their knowledge in the subject of their interest beyond curriculum level.

Objectives:

- a. All students will be encouraged to become self-directed learners and competitors, through encouragement, provision of choices, and ensuring that opportunities for success are consistently presented.

- b. Opportunities for academic “competition” will be presented for student choice. These may be teacher generated classroom activities, as well as official national and international events, as they become available.
- c. Membership in academic clubs will be available for student choice, e.g., math club, science club, available at the beginning of the second month of school.
- d. Students will be encouraged to compete against their own “personal best” performance.

Performance Measure Indicator: % of students participating the academic competitions (e.g. science fairs, science Olympiads, Math counts,...), # of clubs offered by the school, % of students enrolling after school clubs. More detailed information can be found about clubs and other extracurricular activities that will be offered in “measurable school objectives” part of section 2.

Goal #5. A large number of parents will be involved in the school activities and families will be visited. Peer Tutorial, Mentoring, and Counseling will be provided.

Objectives:

- a. Teachers will be required to regularly contact parents to discuss the students’ progress in academic and non-academic areas.
- b. All parents will be encouraged to participate in activities of the classrooms, cafeteria, playground and many other extra-curricular affairs.
- c. Parent-teacher relationship will be improved by family visits. Teachers will be urged to visit students at home to inform the parents about the school and student’s progress, while the parents will have an opportunity to provide the teachers with feedback and input. 90 % of parents will be visited by the end of the first year. For the following years, new students will be given priority.
- d. Parent education programs will provide information and support to parents on how to help their children's learning and development.
- e. Community-based partnerships will bring health and human service agencies together to provide more convenient, comprehensive, and sustained services to young children and families. Students will be required to commit to community service hours.
- f. MSE will use peer partnership as a positive tool. High school students will tutor middle school students in core areas. They will act as role models/mentors and facilitate group help sessions.

Performance Measure Indicator: % of parent participating the above mentioned activities, % of parent visited by the teachers, # of parents contacted to discuss the students’ progress in academic

and non-academic areas, % of parents participating parent education programs, the number of students participating students peer tutoring program as tutor.

Goal #6. All students will benefit from a smaller class size.

Objectives:

- a. Student to teacher ratio will be 15 to 1, as reflected in the student-teacher ratio.
- b. Individual instruction in a small class size setting will be available to those who are deficient in their subject areas.

Performance Measure Indicator: Student to teacher ratio.

Organizational Goals

Goal #1. Build and maintain positive relationships among all school and community members.

Objectives:

- a. A comprehensive and dynamic school website will be created so that parents and community members can be informed.
- b. School will utilize local media and public TV to provide information, “good news” and special events information by inviting Local press, Public TV to school programs and activities and by publishing school newsletters.
- c. Community members will be invited to school programs.
- d. School will provide continuing education opportunities for parents and other community members (e.g. computer classes, language classes.)

Performance Measure Indicator: The number of the programs arranged for community members, the number of community members invited and attended the school programs, the number of continuing education programs offered to community members and the number of people attended these programs.

Goal #2. Develop a sound financial plan to provide high quality, cost effective educational opportunities for all.

Objectives:

- a. The school will maintain a well balanced budget development and presentation format
- b. The school will develop long-term spending/savings/capital plan
- c. The school will seek grant funding for additional resources

Performance Measure Indicator: The monthly and yearly budget status reports.

Goal #3. Maintain a clean, safe, and modern facility that provides a setting for appropriate academic, extracurricular, and community activities.

Objectives:

- a. The school will make yearly plans for replacement of classroom furniture; provide support for both personnel and infrastructure
- b. The school will Prioritize facilities improvement projects yearly

Performance Measure Indicator: The yearly facility status reports.

Goal #4. Multicultural and multiethnic diversity will be considered valuable attributes.

Objectives:

- a. All students will be encouraged to think beyond cultural boundaries, and to show tolerance and acceptance of individuals or groups with different cultural backgrounds, and to accept people in their own ethical and cultural positions.
- b. The school will explore training options to allow focus on issues of sensitivity to ethnic and cultural backgrounds, for the entire staff. All staff will be encouraged to participate in training scheduled prior to the opening of the school.

Performance Measure Indicator: The number of the programs focusing on multicultural and multiethnic diversity offered to students and teachers, % of students and teachers participating the offered programs.

Academic Performance Goals

- MSE will be in the top 15% of schools when compared to the public schools with similar demographics in Memphis City Schools in terms of the percentage of students who score at proficient or above on TCAP Achievement Test in Mathematics, Reading, Science, and Social Studies at any grade level.
- MSE will be in the top 15% of schools when compared to the public schools with similar demographics in Memphis City Schools in terms of the percentage of students who score at proficient or above on Gateway Assessment in Language Arts, Mathematics, and Science.
- MSE will be in the top 15% of schools when compared to the public schools with similar demographics in Memphis City Schools in terms of the percentage of students who score at proficient or above on End-of-Course in Math, Physical Science, English, and US History.
- MSE will be in the top 15% of schools when compared to the public schools with similar demographics in Memphis City Schools in terms of the percentage of students who score a 4 or above on TCAP Writing Assessment at 8, and 11 grade levels.

- MSE will be in the top 20% of schools when compared to the public schools with similar demographics in Memphis City Schools in terms of the mean SAT scores in Math, Critical Reading, Writing for all students who take SAT Test.
- MSE will be in the top 20% of schools when compared to the public schools with similar demographics in Memphis City Schools in terms of the mean ACT scores in English, Math, Reading, Science for all students who take ACT test.
- MSE will be in the top 15% of schools when compared to the public schools with similar demographics in Memphis City Schools in terms of high school graduation.
- MSE will be in the top 15% of schools when compared to the public schools with similar demographics in Memphis City Schools in terms of minimizing the drop-out rate.
- MSE will be in the top 15% of schools when compared to the public schools with similar demographics in Memphis City Schools in terms of maximizing college acceptance rate.
- MSE will be in the top 15% of schools when compared to the public schools with similar demographics in Memphis City Schools in terms of student attendance rate.
- 100% of students will take the career education course in 8th and upper grades in 5 years of MSE years.
- By the end of fourth years, 90 % of students will take at least one AP course. By the end of four years, 60 % of students will pass test of at least one AP course.
- 50 % of students will take dual credit courses in 11th and upper grades each year.
- 90% of students will involve career and technology program in high school.

All of our goals are related to MSE's mission. The MSE school model allows room for flexibility, creativity, and fine tuning in school policies, curriculum, and management based on local needs. While keeping state standards and benchmarks as a guiding tool, MSE will implement additional programs to meet the individualized needs of their students, parents and teachers. The small classroom and school size helps to maintain a low faculty: student ratio to achieve certain performance goals listed above. The educational philosophy and specialized mission of MSE is aiming to foster an entrepreneurial spirit that will create a productive educational community. The small number of students and a small sized campus will enable the administration to implement a firm discipline policy, provide supervision on campus, and avoid circumstances that jeopardize safety by applying measures to take certain precautions in an unlikely emergency situation.

2. Instructional Goals and Methods

Section 2 - Detail the proposed instructional goals and methods for the school, which, at a minimum, shall include teaching and classroom instruction methods that will be used to provide students with the knowledge, proficiency, and skills needed to reach the goals of the school.

Provide a general description of the teaching and classroom instruction methods that will be used by the proposed school. Explain the theory and research base supporting these approaches to educating the target population.

Describe the school's curriculum by summarizing the levels of knowledge, proficiency and skill expected to be achieved by students in core subject areas at each grade level. Demonstrate how the school's curriculum meets state content standards. Explain how your school will educate children with special needs. Provide details about how limited English proficient learners, disabled students, and at-risk students will benefit from your proposed teaching and classroom instruction methods.

Goals, objectives, and content in all subject areas and grade levels under the Tennessee Curriculum Standards have been established by Tennessee Department of Education. Memphis School of Excellence embraces all the state's goals and objectives related to curriculum and will meet all appropriate content standards, learning expectations, and performance indicators. Educational programs will mirror and support the state's aims through:

- Selecting textbooks and other instructional materials that are aligned with the Tennessee State Department of Education's "Curriculum Standards"
- Maintaining updated information provided by Tennessee Department of Education related to the Tennessee Content Standards requirements.
- Requiring curriculum for each content area and grade level that is consistent with the state's Content Standards
- Ensuring rigor in the school's curriculum.
- Articulating the parents, students and others in the community as to what students should know and be able to do at each grade level.
- Ensuring that knowledge and skills meet the learning needs of all students.
- Providing professional development to teachers and others related to the state's Content Standards (from resources provided by the regional ESC, the Tennessee Charter Schools Resource Center, and other appropriate sources)
- Ensuring student assessment measures that are aligned with the TCAP and Tennessee Content Standards.

Memphis School of Excellence will use strategies predicated on diverse research-based approach in that the age and individual learning preferences will determine the way skills are taught (e.g., use of Learning Styles and Multiple Intelligences). Special needs students and students speaking other languages will learn along with peers and will not be segregated to learn a second curriculum.

Additional services will be contracted to provide a comprehensive program for identified special learners (i.e. special education, ELL, etc.)

Memphis School of Excellence's core curriculum will integrate and require mastery and skill development in the areas of science, computer, technology applications, English language arts, social studies, and mathematics. In addition, Memphis School of Excellence will incorporate an enrichment curriculum, which includes a secondary language (Language Other Than English-LOTE), fine arts, health, and physical education, service learning, especially laboratory instruction for secondary school along with the science and technology education. Oral and written language activities will be embedded in the curriculum in conjunction with adventure projects, technology, art, music, movement, drama, dance, and games.

The curriculum of Memphis School of Excellence will combine traditional teaching methods with student-centered curriculum in an inter-disciplinary, collaborative classroom environment; Project and service based learning, individualized attention to each student's educational needs, and a rigorous process of assessment and evaluation.

Student-centered curriculum will give priorities to the students' interests. The teacher's role is to guide these interests, providing the skills and tools, as they are needed. The teacher, an expert in his/her discipline of study, will guide student interests to that discipline, finding opportunities for demonstrating relevance by asking essential questions, questions of relevance to the students' lives, questions that are worthy of the effort to think and questions whose answers might make a difference in this world. Student based curriculum is best taught through inter-disciplinary project based learning.

While the teaching plans of a scripted curriculum may provide a series of activities, no scripted curriculum can reflect the needs, interests and varied skill levels of an individual class of students. Student-centered curriculum is not a set of textbooks and teacher-proof teaching plans. Student-centered curriculum calls on commitment from teachers and students to go beyond Chapter One and the questions at the end. This curriculum provides a forum for thinking, calling on teachers to facilitate the students' desire to learn how to think about the world, how to assess information, how to integrate new knowledge into what they have learned and experienced, and how to become a contributing member of society.

These interdisciplinary projects will allow the students to prepare for real-world challenges, connecting the core subjects instead of segmenting them. The ability to read is the key to knowledge; the ability to perform math is the key to analyzing that knowledge; the ability to speak, listen and write are the keys for clarifying and sharing new knowledge. English/language Arts and math skills support all disciplines, providing a vehicle for examining scientific and social problems. When these interdisciplinary projects are supported through service learning, which is a method of connecting service to the curriculum and fostering growth through reflection; school becomes the student's vehicle for becoming a contributing member of society.

Integrating standards into the curriculum is a complex endeavor that brings added dimensions to the curriculum-development process. Traditionally the school curriculum provides a plan of instruction that indicates structured learning experiences and outcomes for students. It specifies the details of student learning, instructional strategies, the teachers' roles, and the context in which teaching and learning take place. More recently, however research on teaching and learning and research on the characteristics of successful schools have broadened the scope of curriculum to include everything that affects what happens in the classroom and consequently affects student learning. The process of integrating standards into the curriculum emphasizes learning and growth for all as the natural and desired outcome of reform in the schools. From that perspective, a standards-based curriculum includes goals, objectives, and standards, but also everything that is done to enable attainment of those outcomes and, at the same time, foster reflection and revision of the curriculum to ensure students' continued growth. Curriculum development is most successful when educators collaborate with parents, community members, and students.

"Before" and "after" school and Saturday tutorial services will be provided to facilitate working households and single parents. The programs will deepen the educational offerings of the day school and extend the learning time for the students in an atmosphere that is both relaxed and supportive. Students will experience situations that are both structured and student driven.

The school will offer the following educational settings:

- Multi-age grouping when appropriate
- Integration of the visual and performing arts into the curriculum
- Character Education
- Core Knowledge
- Learning Styles
- Placement in appropriate learning groups based on assessment
- Individualized instruction
- Developmentally appropriate practices

- Parent and community education
- Technology
- Intensive English and oral language development

The academic staff including teachers will pay close attention to the sequence of courses taken and place students in courses that are in a logical order and based on the cumulative nature of certain core subjects. Using content standards as a foundation, teachers will have curricula for each course that meets all the objectives through written assignments, projects, group discussions, formal instruction, peer tutoring, or computer assignments. Many resources will be used such as state-adopted textbooks and other educational materials, teacher created lessons, as well as educational software systems.

The curriculum of the school will be comprehensive and broad in scope. An ongoing review and analysis process of all aspects of the curriculum ensures that students are always afforded a challenging program. The sequence of all program courses is matched with the local schools program offerings, thereby enabling students a smooth transition into and out of the school as well as to the local school districts.

We will strengthen our educational plan over time through the following activities designed for continuous improvement in educational service delivery:

- Ongoing professional development activities provided by regional professional development center will enhance the knowledge base of instructional staff, thereby providing additional strategies and classroom activities that add value.
- Regional, state, and national conference and seminars attended by the administrators and staff members will provide additional resources to increase the academic services.
- Retention of qualified staff members will ensure that continuous improvement in the educational plan occurs. As experience increases so will the quality of services.
- Onsite professional development for both administrators and instructional staff will broaden the knowledge base and add value to the educational services.
- The utilization of technology and the internet will offer unlimited resources for instructional staff.
- Annual evaluations regarding academic progress, parent satisfaction, and teacher satisfaction will provide feedback that will strengthen the educational plan.

Memphis School of Excellence strongly encourages those students who are performing higher than their age level to advance by taking courses from an upper grade. The scope and sequence of the proposed educational programs including ESL and special education addressing each grade level and their alignments to the Tennessee content standards are listed below.

Middle School Course Descriptions

6th Grade

Subject	Course	Course Description
MATHEMATICS	Sixth Grade Mathematics SDE Course Code: 0606	<p>The sixth grade mathematics deals with problem solving and skill building that involves basic operations with rational numbers. Students will estimate, round, order and manipulate rational numbers from billions to millionths. Students will be provided opportunities to work with plane and solid figures, collect data, compute simple probabilities, use variable in simple expressions, and convert measurements from one form to another within the same system. Students will be asked to explain the mathematical processes used to solve problems and recognize relationships between multiple representations of information.</p> <p>In 6th grade Mathematics, students will learn:</p> <ul style="list-style-type: none"> • Numeration • Basic Operations with Whole Numbers and Integers • Fractions/Decimals/Percent/Ratio • Basic Geometry Principles • Measurement (both Metric and Customary Units) • Graphs/Tables/Charts • Patterns/Functions/Algebraic Concepts and Reasoning • Probability and Statistics <p><i>Connected Mathematics</i> curriculum will be used in 6th grade mathematics course.(Please see the Appendix A for details about the program)</p>
LANGUAGE ARTS	Sixth Grade Language Arts Grades SDE Course Code: 0601	<p>The sixth grade language arts curriculum includes the study of grammar, mechanics, spelling strategies, vocabulary skills, and the writing process. Content reading across the curriculum using literary techniques is emphasized. <u>Accelerated Reader™ program will be a supplementary program to the Language Arts Curriculum.</u> (Please see the Appendix B for details about the program)</p> <p>In 6th grade Language Arts, students will learn:</p> <ul style="list-style-type: none"> • Eight parts of speech • Mechanics - capitalization and punctuation • Sentence and paragraph structure • Writing process • Vocabulary definition and usage • Vocabulary synonyms, antonyms and analogies
SCIENCE	6th Grade Science/Health SDE Course Code:0607	<p>The concepts in the sixth grade are the Earth, Life and Physical sciences, with a special emphasis on investigations and experimentation in each area, as well as appropriate observance of safety guidelines. Earth Science topics include the basic components of the Universe, relative sizes, positions, and distances of each, as well as solar and lunar eclipses. Life science topics include the ways in which living things interact with one another and with the nonliving parts of their environments; adaptations that enable organisms to live in a particular environment, and how living things have changed over time, as evidenced by fossils. Physical Science topics include an understanding of the properties of energy in heat,</p>

		<p>light, electricity, magnetism and nuclear energy. Appropriate use of metric measuring devices and mathematical manipulations are also a major component. Vernier Data Collection Labs will be major components of hands-on science learning. (Please see the Appendix C for details about the program)</p> <p>In 6th grade Science, students will learn:</p>	
		<p>Earth and Space Science</p> <ul style="list-style-type: none"> • Landforms • Earthquakes and Volcanoes • Plate Tectonics • Rocks and Minerals • Atmosphere • Water Cycle • Rivers and Streams <p>Life Science</p> <ul style="list-style-type: none"> • Diversity • Ecosystems/Environment 	<p>Physical Science</p> <ul style="list-style-type: none"> • States of Matter • Physical Properties and Change • Chemical Properties and Change • Types of Energy • Elements • Atoms • Magnets & Motors • Universe • Sun • Stars • Moon
SOCIAL STUDIES	6th Grade Social Studies SDE Course Code : 0619	<p>The sixth grade social science focuses on world history up to the Middle Ages. Emphasis is placed primarily on the study of the Ancient Civilizations such as Mesopotamia, Egyptian, Greek and Roman. This course emphasizes the rise of western civilization through various cultures, and concludes with the study of the Middle Ages and the Renaissance</p> <p>In 6th grade Social Studies, students will learn:</p> <ul style="list-style-type: none"> • To interpret maps, graphs and charts • To understand the cultures of ancient Egypt, Greece, Rome and the middle ages of Europe by comparing and contrasting their social, political and economic development • To understand current events in the news and to form opinions about news events from varied sources of information. 	

7th Grade

Subject	Course	Course Description
MATHEMATICS	Seventh Grade Mathematics SDE Course Code: 0706	<p>The seventh grade mathematics curriculum deals with deepening students' understanding of problem solving and of operations using rational numbers. Students apply appropriate techniques, tools, and formulas to determine measurement of two- and three-dimensional geometric figures. Patterns, data, graphs, relations, words and algebraic symbols are used to analyze mathematical situations. Students are expected to communicate logical thinking using correct terminology and multiple forms of representation.</p> <p>In 7th grade Mathematics, students will:</p> <ul style="list-style-type: none"> • Identify, read, write, order and compare, and round whole numbers and decimals to the millionths place • Calculate squares, perfect square roots and use scientific and expanded notation • Demonstrate and apply understanding of all operations with

		<p>whole numbers and/or integers using appropriate properties by solving computational and problem solving problems</p> <ul style="list-style-type: none"> • Demonstrate an understanding of and apply knowledge of ratios, proportions, and percents in a wide variety of situations • Solve computational and real-life problems involving conversions, estimation, and measurement using metric and customary units • Be able to identify, classify and bisect geometric figures • Will apply their knowledge of geometric properties to solve computational an real-life problems • Will be able to read, interpret information from and construct various types of graphs, tables and charts • Will make inferences, draw conclusions and solve multi-step word problems related to display data • Will solve one and two-step equations and graph a function table • Will make predictions based on experimental and theoretical probabilities <p><i>Connected Mathematics</i> curriculum will be used in 7th grade mathematics course.</p>
MATHEMATICS	Algebra I- Seventh Grade SDE Course Code: 0842	<p>Algebra I provides students with a transition from thinking about patterns and operations using concrete quantities to their abstraction as variables, expressions, equations, inequalities, and functions. Students should become adept at translating between verbal, symbolic, and graphical forms for representing algebraic ideas. While most of the Gateway indicators will be covered in the first semester of this course, the second semester topics will provide the foundation for a student's further study of mathematics. Technology and manipulative are used to develop and extend algebraic thinking and to engage student reasoning. Students will take the Gateway Mathematics Test upon completion of this course.</p> <p>In 7th grade Algebra I, students can learn:</p> <ul style="list-style-type: none"> • Operations with rational numbers • Solving equations in one or two variables, • Graphing linear and quadratic functions, • Operations with polynomials • Simplifying radical expressions and equations
LANGUAGE ARTS	Seventh Grade Language Arts SDE Course Code: 0701	<p>Seventh grade language arts focus on the development of writing skills through daily journals, essay writing, peer editing, and the study of the writing process. Spelling, vocabulary, novels, short stories, mythology, poetry, drama, public speaking, and Socratic seminars are also part of the curriculum. <u>Accelerated Reader™ program will be a supplementary program to the Language Arts Curriculum.</u></p> <p>In 7th grade Language Arts, students will learn:</p> <ul style="list-style-type: none"> • Literature/Reading: Elements of Literature textbook; poetry, short story, the novel, non-fiction, mythology and drama • Writing: Descriptive, narrative, expository and persuasive essays, poetry, short stories, research papers, speeches • Grammar: Elements of Language textbook and workbook • Vocabulary: Vocabulary Workshop: Level C workbook
SCIENCE	7th Grade Science/Health SDE Course	<p>The concepts in the seventh grade are the Earth, Life and Physical sciences, with a special emphasis on investigations and experimentation in each area, as well as appropriate observance of</p>

	Code:0707	<p>safety guidelines. Earth science topics include the use of instruments to gather and interpret weather data, plate tectonics and catastrophic events. Life science covers concepts related to cells, their parts and functions, the use and production of energy within cells, as well as knowledge of the processes of heredity and reproduction. Physical science concepts relate to understanding the properties of matter and the use of symbols and simple equations to represent matter as it interacts. Vernier Data Collection Labs will be major components of hands-on science learning</p> <p>In 7th grade Science, students will learn:</p> <table> <tr> <td> <p>Earth and Space</p> <ul style="list-style-type: none"> • Soil • Water cycle • Rivers and streams <p>Life Science</p> <ul style="list-style-type: none"> • Organisms • Diversity • Environment/Ecosystems • Cells • Photosynthesis/Plants • Micro organisms • Animals--characteristics, classification, life cycle/reproduction • Human body • Genetics </td> <td> <p>Science In Personal/Social Perspective</p> <ul style="list-style-type: none"> • Safety • Nutrition/Health • Resources • Pollution • Technology <p>Nature of Science</p> <ul style="list-style-type: none"> • Careers <p>Science and Technology</p> <ul style="list-style-type: none"> • Scientific tools <p>Science as Inquiry</p> </td> </tr> </table>	<p>Earth and Space</p> <ul style="list-style-type: none"> • Soil • Water cycle • Rivers and streams <p>Life Science</p> <ul style="list-style-type: none"> • Organisms • Diversity • Environment/Ecosystems • Cells • Photosynthesis/Plants • Micro organisms • Animals--characteristics, classification, life cycle/reproduction • Human body • Genetics 	<p>Science In Personal/Social Perspective</p> <ul style="list-style-type: none"> • Safety • Nutrition/Health • Resources • Pollution • Technology <p>Nature of Science</p> <ul style="list-style-type: none"> • Careers <p>Science and Technology</p> <ul style="list-style-type: none"> • Scientific tools <p>Science as Inquiry</p>
<p>Earth and Space</p> <ul style="list-style-type: none"> • Soil • Water cycle • Rivers and streams <p>Life Science</p> <ul style="list-style-type: none"> • Organisms • Diversity • Environment/Ecosystems • Cells • Photosynthesis/Plants • Micro organisms • Animals--characteristics, classification, life cycle/reproduction • Human body • Genetics 	<p>Science In Personal/Social Perspective</p> <ul style="list-style-type: none"> • Safety • Nutrition/Health • Resources • Pollution • Technology <p>Nature of Science</p> <ul style="list-style-type: none"> • Careers <p>Science and Technology</p> <ul style="list-style-type: none"> • Scientific tools <p>Science as Inquiry</p>			
SOCIAL STUDIES	7th Grade Social Studies SDE Course Code : 0712	<p>The seventh grade social studies content is a study of world geography. Students study in detail the six essential elements of geography: world in spatial terms, places and regions, physical systems, human systems, environment and society, and the uses of geography. This study places great emphasis on the characteristics and uses of various types of maps, globes and other geographic tools. Students also study in detail the various governments, cultures and religions throughout the world. There is also an emphasis on the impact that man has on the environment, and the consequences of that impact.</p> <p>In 7th grade Social Studies, students will learn:</p> <ul style="list-style-type: none"> • The five themes of geography--location, place, human/environmental interaction, movement and region • How people live on earth (settlement patterns) and how people use the earth to satisfy basic needs (resources, economic development) • To contrast how people live from one place or region to another • To use maps and other geographic representations and tools • Physical and cultural processes such as climate, erosion, flooding, human migration, urbanization, transportation and trade • The diversity of Tennessee's physical geography • About European settlements and early conflicts with Native Americans and frontier life in Tennessee • Tennessee's state and local government 		

8th Grade

Subject	Course	Description
MATHEMATICS	8th Grade Pre-Algebra Credit: 1/2-1 SDE Course Code: 0806	<p>Pre-algebra for middle school students develops the topics of rational numbers, number properties, order of operations, inverse operations, operations with integers, functions, graphs, measurement and computation, patterns, algebraic expressions and solving equations, statistics and probability, geometric properties and relationships and problem-solving strategies with a theme of “Thinking Algebraically”. Concrete strategies and geometric models of mathematical concepts will be emphasized.</p> <p>In 8th grade Pre-Algebra, students can learn:</p> <ul style="list-style-type: none"> • Operations with fractions, decimals and percents • Basic Geometry • Operations with Integers • Solving one and two step equations <p><i>Connected Mathematics</i> curriculum will be used in 8th grade mathematics course.</p>
MATHEMATICS	Algebra I- Eighth Grade Grades Offered: 8 Credit: 1 SDE Course Code: 0842	<p>Algebra I provides students with a transition from thinking about patterns and operations using concrete quantities to their abstraction as variables, expressions, equations, inequalities, and functions. Students should become adept at translating between verbal, symbolic, and graphical forms for representing algebraic ideas. While most of the Gateway indicators will be covered in the first semester of this course, the second semester topics will provide the foundation for a student’s further study of mathematics. Technology and manipulative are used to develop and extend algebraic thinking and to engage student reasoning. Students will take the Gateway Mathematics Test upon completion of this course.</p> <p>In 8th grade Algebra I, students can learn:</p> <ul style="list-style-type: none"> • Operations with rational numbers • Solving equations in one or two variables, • Graphing linear and quadratic functions, • Operations with polynomials • Simplifying radical expressions and equations.
MATHEMATICS	Eighth Grade Geometry – For High School Credit Prerequisite: Algebra I Credit: 1 SDE Course Code: 3108	<p>Geometry develops the concepts of plane, solid, and coordinate geometry through the use of proofs, both deductive and inductive, while simultaneously developing logical thought and reasoning processes</p> <p>In 8th grade Geometry, students can learn:</p> <ul style="list-style-type: none"> • Explore geometric figures including: points, lines, planes, polygons, circles and polyhedrons • use logical reasoning, formal proofs, experimentation, geometric constructions and algebra to discover relationships and patterns among the figures
LANGUAGE ARTS	Eighth Grade Language Arts SDE Course Code: 0801	<p>Eighth grade communication arts encompass reading, vocabulary, writing, and speaking skills. Short stories, novels, dramas, poetry, creative writing, research-based writing, and forensics are explored as well. <u>Accelerated Reader™ program will be a supplementary program to the Language Arts Curriculum.</u></p> <p>In 8th grade Language Arts, students will learn:</p> <ul style="list-style-type: none"> • Reading skills

		<ul style="list-style-type: none"> • Poetry • Elements of the short story • Novel studies including: non-fiction, science fiction, biography, fiction books and plays • Four areas of writing and literary response • Grammar and vocabulary
SCIENCE	<p>Eighth Grade Science/Health</p> <p>SDE Course Code: 0807</p>	<p>The concepts in the eighth grade are the Earth, Life and Physical sciences, with a special emphasis on investigations and experimentation in each area, as well as appropriate observance of safety guidelines. Earth science topics include understandings of continental drift, geologic time, and the identification of rocks and minerals. Life science covers concepts related to the interaction of living and nonliving things, principles of inheritance, and methods used to classify living things. Physical science concepts relate to understanding the interactions of matter, the influence of forces and motion on objects, and the principles of simple machines. Vernier Data Collection Labs will be major components of hands-on science learning</p> <p>In 8th grade Science, students will learn:</p> <ul style="list-style-type: none"> • Metric measurement • Motion • Forces • Conservation Laws • Elements, molecules, compounds and mixtures • Chemical changes and reactions • Types of chemical reactions • Nuclear reactions and decay • Electricity • Genetics • Astronomy
SCIENCE	<p>Eighth Grade Physical Science - For High School Credit</p> <p>Credit: 1 SDE Course Code: 3202</p>	<p>Students will study introductory chemistry and physics, covering fundamental concepts such as structure and properties of matter, interactions of matter, force, motion, and energy. Hands-on laboratory investigations should constitute a major portion of the learning experience. Appropriate use of metric measuring devices and mathematical manipulations are also major curriculum components. Students will be administered the state Physical Science End of Course test at the conclusion of this course. Students completing this course are eligible for high school credit in physical science if they (1) pass the state End of Course test, <u>and</u> (2) earn a 70 or above as a final average in the course.</p>
SOCIAL STUDIES	<p>8th Grade Social Studies</p> <p>SDE Course Code : 0814</p>	<p>The eighth grade social studies content's focus is the period of American history from pre-exploration to Reconstruction. There is a greater emphasis on American history in context with world history, and the impact that world history had on the creation of the United States. The students in eighth grade study in detail the origins of the United States through an in-depth study of the American Revolutionary War, and the creation of the Constitution and Bill of Rights. There is also an in-depth study of the Civil War period and the events that led to this event. The use of primary source documents is of importance in promoting both the study of history, as well as reading comprehension.</p>

		<p>In 8th grade Social Studies, students will learn:</p> <ul style="list-style-type: none"> • About American history from discovery through the Cold War • To analyze primary source documents and apply them to social studies • About the Constitution and the role it plays in the world today • Geographic features • Federal government • Election process • Map skills
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High School Courses

Courses	SDE Course Code	Credit	Grades Offered	Prerequisite(s)
Math				
Foundations	3131	1/2 , 1	9-12	None
Algebra-I	3102	1/2 , 1	9-12	None
Algebra-I Honors	3102	1/2 , 1	9-12	None
Geometry	3108	1/2 , 1	9-12	Algebra I
Geometry Honors	3108	1/2 , 1	9-12	Algebra I
Algebra II	3103	1/2 , 1	9-12	Algebra I and Geometry
Algebra II Honors	3103	1/2 , 1	9-12	Algebra I and Geometry
Pre-Calculus with Trig. Honors	3126	1/2 , 1	10-12	Algebra I, Geometry, and Algebra II
Calculus-AB AP	3127	1/2 , 1	9-12	Algebra I, Geometry, Algebra II, and Pre-Calculus with Trigonometry
Calculus-BC AP	3128	1/2 , 1	9-12	Algebra I, Geometry, Algebra II, Pre-Calculus with Trigonometry, and AP Calculus AB
Statistics AP	3129	1/2 , 1	10-12	Algebra I, Geometry, Algebra II, and Pre-Calculus with Trigonometry
Algebra Gateway Intervention I*	3180	1/2 , 1	9-12	Algebra I
Algebra Gateway Intervention II*	3180	1/2 , 1	9-12	Algebra Gateway Intervention I
Algebra Gateway Intervention III*	3180	1/2 , 1	9-12	Algebra Gateway Intervention I, II
Algebra Gateway Intervention IV*	3180	1/2 , 1	9-12	Algebra Gateway Intervention I, II, III
English				
English-I	3001	1/2 , 1	9-12	None
English-I Honors	3001	1/2 , 1	9-12	None

English-II	3002	1/2 , 1	9-12	English I
English-II Honors	3002	1/2 , 1	9-12	English I
English-III	3003	1/2 , 1	9-12	English II
English-III Honors	3003	1/2 , 1	9-12	English II
English-IV	3005	1/2 , 1	9-12	English III
English-IV Honors	3005	1/2 , 1	9-12	English III
English Language and Composition AP	3013	1/2 , 1	11-12	English II Honors
English-Literature and Composition AP	3014	1/2 , 1	11-12	English III Honors or English Lang. and Comp. AP
Linguistic I**	0985	1/2 , 1	9-12	Reading Deficiencies as documented by TCAP reading scores.
Linguistic II**	0985	1/2 , 1	9-12	Linguistic I
Linguistic III**	0985	1/2 , 1	9-12	Linguistic II
Linguistic IV**	0985	1/2 , 1	9-12	Linguistic III
English Gateway Intervention I**	3080	1/2 , 1	9-12	Failing score on the TCAP English I End-of-Course or TCAP English Gateway Assessment
English Gateway Intervention II**	3080	1/2 , 1	9-12	English Gateway Intervention I
English Gateway Intervention III**	3080	1/2 , 1	9-12	English Gateway Intervention II
English Gateway Intervention IV*	3080	1/2 , 1	9-12	English Gateway Intervention III
Science				
Physical Science	3202	1/2 , 1	9-12	None
Physical Science Honors	3202	1/2 , 1	9-12	None
Ecology	3255	1/2 , 1	10-12	Biology I and Physical Science, Chemistry or Physics
Biology-I	3210	1/2 , 1	9-12	None
Biology-I Honors	3210	1/2 , 1	9-12	None
Biology-II AP	3217	1/2 , 1	10-12	Biology I and Chemistry I
Chemistry-I	3221	1/2 , 1	10-12	Algebra I
Chemistry-I Honors	3221	1/2 , 1	10-12	Algebra I
Chemistry-II AP	3225	1/2 , 1	10-12	Chemistry I and Algebra II
Physics-I	3231	1/2 , 1	9-12	Geometry or Algebra II
Physics-I Honors	3231	1/2 , 1	9-12	Geometry or Algebra II
Physics- AP Physics B	3233	1/2 , 1	9-12	Physics I
Physics- AP Physics C	3234	1/2 , 1	9-12	Physics I

Environmental Science AP	3236	1/2 , 1	10-12	Biology-I, Physical Science, and Algebra I
Biology Gateway Intervention I***	3280	1/2 , 1	9-12	Biology I
Biology Gateway Intervention II***	3280	1/2 , 1	9-12	Biology and Biology Gateway Int. I
Biology Gateway Intervention III***	3280	1/2 , 1	9-12	Biology and Biology Gateway Int. I, II
Biology Gateway Intervention IV***	3280	1/2 , 1	9-12	Biology and Biology Gateway Int. I, II, III
Social Studies				
World History	3401	1/2 , 1	9-12	None
World History Honors	3401	1/2 , 1	9-12	None
World Geography	3448	0.5	9-12	None
World Geography Honors	3410	0.5	9-12	None
U.S. History	3405	1/2 , 1	10-12	None
U.S. History Honors	3405	1/2 , 1	10-12	None
Economics	3435	0.5	9-12	None
US Government	3407	0.5	9-12	None
World History AP	3449	1/2 , 1	9-12	None
World Geography AP	3448	1/2 , 1	9-12	None
U.S. History AP	3440	1/2 , 1	9-12	World Geography AP, World History AP, or European History AP
European History AP	3441	1/2 , 1	9-12	World Geography AP
US Government Comparative AP	3446	0.5	9-12	None
US Government and Politics AP	3445	0.5	9-12	None
Micro Economics AP	3443	0.5	9-12	None
Macro Economics AP	3444	0.5	9-12	None
Visual Arts				
Visual Arts-I (Elective)	3501	1/2 , 1	9-12	None
Digital Art (Elective)	3599	1/2 , 1	10-12	Visual Arts I
Physical Education				
Physical Education I	3301	1/2	9-12	None
Physical Education II	3302	1/2	9-12	Physical Education I
Lifetime Wellness	3303	1/2 , 1	9-12	None

Electives	Electives include but not limited to the followings.			
SAT Preparation		1/2 , 1	11	None
ACT Preparation		1/2 , 1	11	None
Computer Applications-I		1/2 , 1	9-12	None
Computer Applications-II		1/2 , 1	10-12	Computer Applications-I
Foundations of Information technology		1/2 , 1	9-12	None
Digital Communications Systems		1/2 , 1	9-12	None
Business and Electronic Communications		1/2 , 1	10-12	Digital Communications Systems
Computer Programming-I		1/2 , 1	9-12	None
Computer Programming-II		1/2 , 1	10-12	Computer Programming-I
e-Commerce I		1/2 , 1	9-12	None
e-Commerce II		1/2 , 1	10-12	e-Commerce I
Networking-I		1/2 , 1	9-12	None
Network Administration II-Linux		1/2 , 1	10-12	Networking-I
Network Administration II-Microsoft		1/2 , 1	10-12	Networking-I
Network Administration II-Novel		1/2 , 1	10-12	Networking-I
English Language Learners				
ELD0	3075	1/2 , 1	9-12	English Proficiency Oral Level of Beginner or Pre-production stage; and English Proficiency Scores of non-English proficient.
ELD1	3075	1/2 , 1	9-12	ELD 0 or English Proficiency Oral Level of Beginner or High beginner stage; and English Proficiency Scores of non-English proficient.
ELD2	3075	1/2 , 1	9-12	ELD I or English Proficiency Oral Level of Beginner or High beginner stage; and English Proficiency Scores of limited English proficient.
ELD3	3075	1/2 , 1	9-12	ELD II or English Proficiency Oral Level of Beginner, High beginner or intermediate stage; and English Proficiency Scores of limited English proficient and/or fully English proficient.

ELD4	3075	1/2 , 1	9-12	ELD III or English Proficiency Oral Level of Beginner, High beginner, intermediate or high-intermediate stage; and English Proficiency Scores of limited English proficient and/or fully English proficient.
Reading I	3075	1/2 , 1	9-12	English Proficiency Oral Level of Beginner or Pre-production stage; and English Proficiency Scores of non-English proficient.
Reading II	3075	1/2 , 1	9-12	Reading I or English Proficiency Oral Level of Beginner or High beginner stage; and English Proficiency Scores of non-English proficient.
* This course cannot replace any required Math course, but it may be counted as an elective course.				

High School Curriculum (Grades 9-12)

Language Arts

English I

Grade: 9

Credit: 1.00 (2 semesters)

Prerequisites: 8th Grade English

In English I, students begin developing college level skills in the use and interpretation of language to better understand themselves and their world. Students read and analyze a wide variety of World Literature, including novels, short stories, plays, essays, and poems. Reading instruction centers not on mere comprehension, but focuses on building higher level thinking skills to evaluate the literary techniques of the author and interpret the themes of the work. Students learn literary forms and terms associated with selections being read and apply these in analysis. Teachers model writing strategies that students apply in their work, centering on the development and mastery of focus and coherence, voice, conventions, depth of thought, and conventions. Students compose college level analytical papers using appropriate formatting and documentation. Students find the tools to express their ideas through vertically aligned vocabulary development stressing mastery of Greek and Latin roots. Students learn to view art and other visual representations as a compliment to the written word and determine an image's connection with the themes of the text. Students develop speaking skills to express their ideas clearly and effectively. Students refine their listening skills to better participate in lecture, classroom discussion, and cooperative group activities.

English II

Grade: 10

Credit: 1.00 (2 semesters)

Prerequisites: English I

In English II, students continue developing college level skills in the use and interpretation of language to better understand themselves and their world. Students read and analyze a wide variety of World Literature, including novels, short stories, plays, essays, and poems. Reading instruction centers not on mere comprehension, but focuses on building higher level thinking skills to evaluate the literary techniques of the

author and interpret the themes of the work. Students learn literary forms and terms associated with selections being read and apply these in analysis. Teachers model writing strategies that students apply in their work, centering on the development and mastery of focus and coherence, voice, conventions, depth of thought, and conventions. Students compose college level analytical papers using appropriate formatting and documentation. Students find the tools to express their ideas through vertically aligned vocabulary development stressing mastery of Greek and Latin roots. Students learn to view art and other visual representations as a compliment to the written word and determine an image's connection with the themes of the text. Students develop speaking skills to express their ideas clearly and effectively. Students refine their listening skills to better participate in lecture, classroom discussion, and cooperative group activities.

English III

Grade: 11

Credit: 1.00 (2 semesters)

Prerequisites: English II

In English III, students further develop college level skills in the use and interpretation of language to better understand themselves and their world. Students read and analyze a wide variety of American literature, including novels, short stories, plays, essays, and poems, as well as literature from other cultures. Reading instruction centers not on mere comprehension, but building higher level thinking skills to evaluate the literary techniques of the author and interpret the themes of the work. Students learn literary forms and terms associated with selections being read and apply these in analysis. Teachers model writing strategies that students apply in their work, centering on the development and mastery of focus and coherence, voice, conventions, depth of thought, and conventions. Students compose college level analytical papers using appropriate formatting and documentation. Students find the tools to express their ideas through vertically aligned vocabulary development stressing mastery of Greek and Latin roots. Students learn to view art and other visual representations as a compliment to the written word and determine an image's connection with the themes of the text. Students develop speaking skills to express their ideas clearly and effectively. Students refine their listening skills to better participate in lecture, classroom discussion, and cooperative group activities.

English IV

Grade: 12

Credit: 1.00 (2 semesters)

Prerequisites: English III

In English IV, students master college level skills in the use and interpretation of language to better understand themselves and their world. Students read and analyze a wide variety of British literature, including novels, short stories, plays, essays, and poems, as well as literature from other cultures. Reading instruction centers not on mere comprehension, but building higher level thinking skills to evaluate the literary techniques of the author and interpret the themes of the work. Students learn literary forms and terms associated with selections being read and apply these in analysis. Teachers model writing strategies that students apply in their work, centering on the development and mastery of focus and coherence, voice, conventions, depth of thought, and conventions. Students find the tools to express their ideas through vertically aligned vocabulary development stressing mastery of Greek and Latin roots. Students learn to view art and other visual representations as a compliment to the written word and determine an image's connection with the themes of the text. Students develop speaking skills to express their ideas clearly and effectively. Students refine their listening skills to better participate in lecture, classroom discussion, and cooperative group activities.

Pre-AP English I and II

Grades: 9-10

Credit: 1.00 (2 semesters)

Prerequisites: Administration and Teacher Approval

In 9th and 10th grade, students may take Pre-AP English Language Arts. Pre-AP prepares students for high school AP courses in language and literature by further emphasizing students' skills in using and analyzing language. In addition to the goals of on-level language arts courses, students read from more advanced texts

and seek to offer more in-depth interpretations. Students compose more advanced analytical papers using a college level rubric with appropriate formatting and documentation.

AP English Language and Composition

Grade: 11

Credit: 1.00 (2 semesters)

Prerequisites: Administration and Teacher Approval

In 11th grade, students may take AP English Language and Composition. Teachers create a course audit approved by College Board for accreditation.

College Board states that, "The AP English Language and Composition course is designed to help students become skilled readers of prose written in a variety of rhetorical contexts and to become skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing.

"The goals of an AP English Language and Composition course are diverse because the college composition course is one of the most varied in the curriculum. The college course provides students with opportunities to write about a variety of subjects and to demonstrate an awareness of audience and purpose. But the overarching objective in most first-year writing courses is to enable students to write effectively and confidently in their college courses across the curriculum and in their professional and personal lives. Therefore, most composition courses emphasize the expository, analytical, and argumentative writing that forms the basis of academic and professional communication, as well as the personal and reflective writing that fosters the ability to write in any context. In addition, most composition courses teach students that the expository, analytical, and argumentative writing they must do in college is based on reading texts from various disciplines and periods as well as personal experience and observation. Composition courses, therefore, teach students to read primary and secondary sources carefully, to synthesize materials from these texts in their own compositions, and to cite sources using conventions recommended by professional organizations such as the Modern Language Association (MLA), the University of Chicago Press (*The Chicago Manual of Style*), and the American Psychological Association (APA).

AP English Literature and Composition

Grade: 12

Credit: 1.00 (2 semesters)

Prerequisites: Administration and Teacher Approval

In 12th grade, students may take AP English Literature and Composition. Teachers create a course audit approved by College Board for accreditation.

College Board states that, "The AP English Literature and Composition course is designed to engage students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students can deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students should consider a work's structure, style, and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone.

Reading: "Reading in an AP course should be both wide and deep. This reading necessarily builds upon the reading done in previous English courses. These courses should include the in-depth reading of texts drawn from multiple genres, periods, and cultures. In their AP course, students should also read works from several genres and periods -- from the sixteenth to the twenty-first century -- but, more importantly, they should get to know a few works well. They should read deliberately and thoroughly, taking time to understand a work's complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form. In addition to considering a work's literary artistry, students should consider the social and historical values it reflects and embodies. Careful attention to both textual detail and historical context should provide a foundation for interpretation, whatever critical perspectives are brought to bear on the literary works studied.

Writing: "Such close reading involves the experience of literature, the interpretation of literature, and the evaluation of literature. All these aspects of reading are important for an AP course in English Literature and Composition, and each corresponds to an approach to writing about literary works. Writing to understand a

literary work may involve writing response and reaction papers along with annotation, freewriting, and keeping some form of a reading journal. Writing to explain a literary work involves analysis and interpretation, and may include writing brief focused analyses on aspects of language and structure. Writing to evaluate a literary work involves making and explaining judgments about its artistry and exploring its underlying social and cultural values through analysis, interpretation, and argument.

Algebra I:

Grade: 9

Credit: 1

Prerequisite: Math Course 3

In this two-semester course, students use algebraic methods to explore, model and describe patterns, relationships and functions. There is a strong emphasis on writing, graphing, and solving linear equations. Students will use data collection and analysis; statistics and probability to make inferences, decisions, and arguments as they solve a variety of practical problems. The depth and breadth of the course will develop a strong foundation for the more theoretical and rigorous experience students will encounter at the Advanced Placement level. Algebra I provides a formal development of the algebraic skills and concepts necessary for students who will take other advanced college-preparatory courses. In particular, the instructional program in this course provides for the use of algebraic skills in a wide range of problem-solving situations. The concept of function is emphasized throughout the course. Topics include: (1) operations with real numbers, (2) linear equations and inequalities, (3) relations and functions, (4) graphing linear equations and inequalities, (5) pairs of linear equations and inequalities, (6) polynomials, (7) algebraic functions, (8) quadratic, cubic, and radical equations, and (9) mathematical reasoning and problem solving.

Geometry:

Grade: 10

Credit: 1

Prerequisite: Algebra I

In this course, students use geometric methods, properties and relationships as a means to recognize, draw, describe, connect, and analyze shapes and representations in the physical world. Students will also apply algebraic models and probabilities to physical applications. Students develop powers of spatial visualization while building their understanding of geometric figures. Students develop an understanding of the deductive reasoning method. Through applications and measurements, students use and strengthen their algebra skills. Geometry offers students many opportunities to explore geometric situations, develop conjectures and prove conjectures using a variety of methods. Geometry students examine the properties of two- and three-dimensional objects. Proof and logic, as well as investigative strategies in drawing conclusions, are stressed. Properties and relationships of geometric objects include the study of: (1) points, lines, angles, and planes, (2) polygons, with a special focus on quadrilaterals, triangles, right triangles; (3) circles; and (4) polyhedral and other solids.

Mathematical Models with Applications

Grade: 11

Credit: 1

Prerequisite: Geometry

This is a course for high school students with a minimum prerequisite of Algebra I. This course will reinforce, broaden, and extend the mathematical knowledge and skills acquired in algebra. The course should build on the mathematical background of the students yet stretch their knowledge toward topics studied in Geometry and Algebra II. Students should have the opportunity to reinforce all the objectives, maintain and extend their algebraic and geometric skills, and find mathematics both useful and enjoyable. The primary purpose of this course is to use mathematics as a tool to model real-world phenomena in science, finance, music, and art including the following basic understandings: In Mathematical Models with Applications, students use algebraic, graphical, and geometric reasoning to recognize patterns and structure, to model information, and to solve problems from various disciplines. Students use mathematical methods to model and solve real-life applied problems involving money, data, chance, patterns, music, design, and science. Students use mathematical models from algebra, geometry, probability, and statistics and connections among these to solve problems from a wide variety of advanced applications in both

mathematical and nonmathematical situations. Students use a variety of representations (concrete, pictorial, numerical, symbolic, graphical, and verbal), tools, and technology (including, but not limited to, calculators with graphing capabilities, data collection devices, and computers) to link modeling techniques and purely mathematical concepts and to solve applied problems. As they do mathematics, students continually use problem solving, language and communication, and reasoning (justification and proof) to make connections within and outside mathematics. Students also use multiple representations, technology, applications and modeling, and numerical fluency in problem-solving contexts.

Algebra II:

Grade: 12

Credit: 1

Prerequisite: Mathematical Models with Applications

Students in this course use algebraic methods to explore, model and describe patterns, relationships and functions involving numbers, shapes, data and graphs within a variety of real-world problem solving situations. They represent problem situations using discrete structures such as finite graphs, matrices, sequences and recurrence relations. This course reviews and builds on those concepts learned in Algebra I and Geometry. It places more emphasis on applying the basic concepts of Algebra to rational numbers and irrational numbers. The course expands techniques in analytical geometry and trigonometry learned in Geometry as a preview of the next two courses offered. Algebra II is a course which extends the content of Algebra I and provides further development of the concept of a function. Topics include: (1) relations, functions, equations, and inequalities; (2) conic sections; (3) polynomials; (4) algebraic functions; (5) logarithmic and exponential functions; (6) sequences and series; and (7) counting principles and probability. Graphing calculator technology is frequently used in this course.

Pre-AP Math Course 2

Grade: 6

This course continues the study of basic concepts involved in working with whole numbers, fractions, decimals, integers, and percents. Emphasis is given to problem solving, communicating mathematically, reasoning, connections with other disciplines and the real world, patterns and functions, algebra, statistics, probability, and geometry. Students in grade seven mathematics will extend and build upon their foundation of basic understandings of numbers, operation, and quantitative reasoning, patterns, relationships, and algebraic thinking, geometry and spatial reasoning, measurement, probability and statistics, and problem-solving. Areas of emphasis include using proportional relationships and addition, subtraction, multiplication, and division of decimals, fractions, and integers. Students will continue to experience opportunities to use models, manipulatives, and data collection and interpretation with appropriate technology. Problem-solving, communication, connections of concepts both within and outside mathematics, and informal and formal reasoning will be emphasized.

Pre-AP Math Course 3

Grade: 7

This course continues the study of whole numbers, fractions, decimals, and percents. Math course 3 helps students make the transition from arithmetic to algebra. Students are introduced to integers, solving equations, and the basics of algebra early in the course. Other topics include graphing and probability and statistics. Problem solving, applications, and communication are integrated throughout the course. Students in grade eight mathematics will continue to extend and build upon their foundation of basic understandings of numbers, operation, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry and spatial reasoning; measurement, probability and statistics, and problem-solving. The areas of emphasis are using algebraic principles to analyze proportional relationships and using probability to describe data and make predictions. Students will continue to experience opportunities to use models, manipulatives, and data collection and interpretation using appropriate technology. Problem-solving, communication, connections of concepts both within and outside mathematics, and informal and formal reasoning will be emphasized. This course is designed to successfully prepare students for Algebra in 8th grade.

Pre-AP Algebra I:

Grade: 8

Credit: 1**Prerequisite: Pre-AP Math Course 3**

In this two-semester course, students use algebraic methods to explore, model and describe patterns, relationships and functions. There is a strong emphasis on writing, graphing, and solving linear equations. Students will use data collection and analysis; statistics and probability to make inferences, decisions, and arguments as they solve a variety of practical problems. The depth and breadth of the course will develop a strong foundation for the more theoretical and rigorous experience students will encounter at the Advanced Placement level. Algebra I provides a formal development of the algebraic skills and concepts necessary for students who will take other advanced college-preparatory courses. In particular, the instructional program in this course provides for the use of algebraic skills in a wide range of problem-solving situations. The concept of function is emphasized throughout the course. Topics include: (1) operations with real numbers, (2) linear equations and inequalities, (3) relations and functions, (4) graphing linear equations and inequalities, (5) pairs of linear equations and inequalities, (6) polynomials, (7) algebraic functions, (8) quadratic, cubic, and radical equations, and (9) mathematical reasoning and problem solving.

Pre-AP Geometry:**Grade: 9****Credit: 1****Prerequisite: Pre-AP Algebra I**

In this course, students use geometric methods, properties and relationships as a means to recognize, draw, describe, connect, and analyze shapes and representations in the physical world. Students will also apply algebraic models and probabilities to physical applications. Students develop powers of spatial visualization while building their understanding of geometric figures. Students develop an understanding of the deductive reasoning method. Through applications and measurements, students use and strengthen their algebra skills. Geometry offers students many opportunities to explore geometric situations, develop conjectures and prove conjectures using a variety of methods. Geometry students examine the properties of two- and three-dimensional objects. Proof and logic, as well as investigative strategies in drawing conclusions, are stressed. Properties and relationships of geometric objects include the study of: (1) points, lines, angles, and planes, (2) polygons, with a special focus on quadrilaterals, triangles, right triangles; (3) circles; and (4) polyhedral and other solids.

Pre-AP Algebra II:**Grade: 10****Credit: 1****Prerequisite: Pre-AP Algebra I**

Students in this course use algebraic methods to explore, model and describe patterns, relationships and functions involving numbers, shapes, data and graphs within a variety of real-world problem solving situations. They represent problem situations using discrete structures such as finite graphs, matrices, sequences and recurrence relations. This course reviews and builds on those concepts learned in Algebra I and Geometry. It places more emphasis on applying the basic concepts of Algebra to rational numbers and irrational numbers. The course expands techniques in analytical geometry and trigonometry learned in Geometry as a preview of the next two courses offered. Algebra II is a course which extends the content of Algebra I and provides further development of the concept of a function. Topics include: (1) relations, functions, equations, and inequalities; (2) conic sections; (3) polynomials; (4) algebraic functions; (5) logarithmic and exponential functions; (6) sequences and series; and (7) counting principles and probability. Graphing calculator technology is frequently used in this course.

Pre-Calculus**Grade: 11****Credit: 1****Prerequisite: Pre-AP Algebra II**

In Pre Calculus, students use symbolic reasoning and analytical methods to represent mathematical situations, to express generalizations, and to study mathematical concepts and the relationships among them. Students use functions, equations, and limits as useful tools for expressing generalizations and as means for

analyzing and understanding a broad variety of mathematical relationships. Students also use functions as well as symbolic reasoning to represent and connect ideas in geometry, probability, statistics, trigonometry, and calculus and to model physical situations. Students use a variety of representations (concrete, pictorial, numerical, symbolic, graphical, and verbal), tools, and technology (including, but not limited to, calculators with graphing capabilities, data collection devices, and computers) to model functions and equations and solve real-life problems. As they do mathematics, students continually use problem solving, language and communication, and reasoning (justification and proof) to make connections within and outside mathematics. Students also use multiple representations, technology, applications and modeling, and numerical fluency in problem-solving contexts.

AP Statistics

Grade: 10-11-12

Credit: 1

Prerequisite: Pre AP Algebra I, Teacher Recommendation

Students are introduced to major concepts and tools for collecting, analyzing, and drawing conclusions from data. This course prepares students for the College Board AP Statistics Examination for possible college (one-semester, non-calculus based statistics) credit. Students collect, organize, analyze, interpret, and report data using statistical formulas and processes. Students distinguish between random sampling and biased sampling. Students use statistical measures to analyze real-world phenomena. Upon completion of this course students are well prepared and expected to take the Advanced Placement Statistics test which can result in one semester of college credit. Successful Completion of the AP Exam for any AP course will allow for acquisition of college credit upon approval of the college.. For Advanced Placement courses, please access more information on the internet at the web address <http://apcentral.collegeboard.com/course/descriptions>.

AP Calculus AB

Grade: 11-12

Credit: 1

Prerequisite: Pre AP Algebra II, Teacher Recommendation

Students explore functions, graphs, limits, derivatives, and integrals. This course prepares students for the College Board AP Calculus AB Examination for possible college credit (1st semester calculus). For Advanced Placement courses, please access more information on the internet at the web address <http://apcentral.collegeboard.com/course/descriptions>.

AP Calculus BC

Grade: 11-12

Credit: 1

Prerequisite: Pre AP Algebra II, Teacher Recommendation

Students explore all topics covered in AP Calculus AB plus additional topics including parametric, polar, and vector functions and polynomial approximations and series. This course prepares students for the College Board AP Calculus BC Examination for possible college credit (a full year of calculus). This exam also has a Calculus AB sub-score grade for students to receive 1st semester college calculus credit. For Advance Placement courses, please access more information on the internet at the web address <http://apcentral.collegeboard.com/course/descriptions>

Biology

Grade: 9-10

Credit: 1.00 (2 semesters)

Prerequisite: None

Biology is designed to acquaint students with basic concepts in science process skills, laboratory skills, and the study of cells, DNA, genetics, the living kingdoms on our earth and how they interact. A study of the fundamental concepts, including the origin and development of life, the similarity of living organisms, the classification, characteristics, structure, reproduction and function of plants and animals, as well as the interrelationships of plants, animals and the physical environment.

Pre-AP Biology

Grade: 9-10

Credit: 1.00 (2 semesters)

Prerequisite: Enrollment in Honor class and teacher recommendation

Pre-AP Biology is designed to acquaint students with basic concepts in science process skills, laboratory skills, and the living kingdoms on our earth and how they interact. A study of the fundamental concepts, including the origin and development of life, the similarity of living organisms, the classification, characteristics, structure, reproduction and function of plants and animals, as well as the interrelationships of plants, animals and the physical environment. The first semester's study includes the study of cells, DNA, genetics. The class can be considered college preparatory, suggested for the average to above average student.

AP Biology

Grade: 10

Credit: 1.00 (2 semesters)

Prerequisite: Biology, Chemistry Honors or an A+ in Chemistry or Teacher approval

This course covers the first year college curriculum and prepares students to take the AP Biology exam. Emphasis is on developing the conceptual framework, knowledge, and analytical skills necessary to understand, and participate in, the modern field of biology. The curriculum includes the study of molecular, cellular, ecological, and evolutionary biology, presented in a variety of formats, including class discussions, readings, lab work, and lecture. Students interested in this course should be successful independent learners with a strong interest in the field of biology.

Chemistry

Grade: 10-11

Credit: 1.00 (2 semesters)

Prerequisite: None

Chemistry provides a broad survey of basic chemistry. The first semester examines chemical and physical properties, the qualitative nature of chemical reactions, chemical periodicity, and bonding. The second semester continues with the quantitative nature of chemical reactions, states of matter, gaseous behavior, solutions, equilibrium, and acid-base chemistry. Throughout the year, the course makes use of laboratory investigations to develop the relationships between experiment and theory.

Pre-AP Chemistry

Grade: 10-11

Credit: 1.00 (2 semesters)

Prerequisite: Biology and Teacher approval

Pre-AP Chemistry covers many of the same topics as Chemistry in greater depth. Special emphasis is placed on a rigorous mathematical examination of chemical principles. The first semester focuses on basic concepts of chemistry including the qualitative nature of chemical reactions, atomic structure, chemical bonding and molecular geometry. The second semester opens with stoichiometry and the quantitative nature of chemical equations. These concepts are then applied to various topics such as the kinetic theory of gases, condensed phases of matter, reaction kinetics, equilibrium, acid-base chemistry and oxidation-reduction chemistry. Interested students must meet with the teacher and get teacher's approval.

AP Chemistry

Grade: 11

Credit: 1.00 (2 semesters)

Prerequisite: Biology, Chemistry, and Teacher approval

The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year. Students in this course should attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. The curriculum prepares students to take the AP chemistry exam for AP credit. Five general areas are intensively studied: the Structure of Matter, Chemical Bonding, States of Matter, Physical Chemistry and Chemical Reactions. Advanced laboratory

work is done in each topic area. Students are expected to take the AP Examination given by the Educational Testing Service in May.

Physics

Grade: 11-12

Credit: 1.00 (2 semesters)

Prerequisites: Biology, Chemistry, and Teacher approval

Physics, as the most basic of all sciences, introduces the nature of basic things around us such as matter, energy, heat, motion, forces, light and sound. This course has been designed to teach the laws of nature in their simplicity, and problem solving skills corresponding to both in ideal and real world situations. The course of physics is integrated with very basic mathematical rules includes mechanics, heat and thermodynamics, waves and optics, electricity and magnetism, and atomic and nuclear physics. A set of experiments will allow students to implement the theory into the real world and appreciate the beauty of the natural world.

Pre-AP Physics

Grade: 11

Credit: 1.00 (2 semesters)

Prerequisites: Biology, Chemistry, and Teacher approval

This advanced level physics course will allow students to learn the same physical concepts with more depth and mathematical basis. The purpose of this course is to prepare students for the college level physics courses.

AP Physics

Grade: 12

Credit: 1.00 (2 semesters)

Prerequisites: Biology, Chemistry, and Teacher approval

This course is designed to introduce a college level, calculus based physics course with a set of advanced laboratory experiments. The students of AP Physics course will be well prepared to the College Board's advance placement physics exam. Also, students will have the opportunity to receive college credits if they can pass the advance placement exam with a satisfactory grade. AP Physics is recommended to the students who would like to pursue a profession in the fields of science, engineering, and medicine.

Environmental Science

Grade: 12

Credit: 1.00 (2 semesters)

Prerequisites: Biology, Chemistry, and Physics

Environmental Science is designed to provide students the environmental aspects, explore Earth's natural systems, and impacts of human activity on the environment. The topics covered in this course are introduction to ecology, the atmosphere of the Earth, food on Earth, water, and energy. The theory is supported with lab and field investigations, and discussions in cooperative learning groups on environmental issues enable students to improve their critical thinking, and problem solving skills. Students are expected to become more sensitive on environmental issues.

Pre-AP Environmental Science

Grade: 12

Credit: 1.00 (2 semesters)

Prerequisites: Biology, Chemistry, and Physics

Pre-AP Environmental Science is designed to provide students the environmental aspects, explore Earth's natural systems, and impacts of human activity on the environment in more details. The topics covered in this course are introduction to ecology, the atmosphere of the Earth, food on Earth, water, and energy. The theory is supported with lab and field investigations, and discussions in cooperative learning groups on environmental issues enable students to improve their critical thinking, and problem solving skills. Students are expected to become more sensitive on environmental issues.

World Geography

Grade: 9

Credit: 1.00 (2 semesters)

Prerequisites: Social Studies 8

In World Geography Studies, students examine people, places, and environments at local, regional, national, and international scales from the spatial and ecological perspectives of geography. Students describe the influence of geography on events of the past and present. A significant portion of the course centers around the physical processes that shape patterns in the physical environment; the characteristics of major land forms, climates, and ecosystems and their interrelationships; the political, economic, and social processes that shape cultural patterns of regions; types and patterns of settlement; the distribution and movement of world population; relationships among people, places, and environments; and the concept of region. Students analyze how location affects economic activities in different economic systems throughout the world. Students identify the processes that influence political divisions of the planet and analyze how different points of view affect the development of public policies. Students compare how components of culture shape the characteristics of regions and analyze the impact of technology and human modifications on the physical environment. Students use problem-solving and decision-making skills to ask and answer geographic questions.

World History

Grade: 10

Credit: 1.00 (2 semesters)

Prerequisites: World Geography

World History Studies is the only course offering students an overview of the entire history of humankind. The major emphasis is on the study of significant people, events, and issues from the earliest times to the present. Traditional historical points of reference in world history are identified as students analyze important events and issues in western civilization as well as in civilizations in other parts of the world. Students evaluate the causes and effects of political and economic imperialism and of major political revolutions since the 17th century. Students examine the impact of geographic factors on major historic events and identify the historic origins of contemporary economic systems. Students analyze the process by which democratic-republican governments evolved as well as the ideas from historic documents that influenced that process. Students trace the historical development of important legal and political concepts. Students examine the history and impact of major religious and philosophical traditions. Students analyze the connections between major developments in science and technology and the growth of industrial economies, and they use the process of historical inquiry to research, interpret, and use multiple sources of evidence.

Advanced Placement (AP) World History

Grade: 10

Credit: 1.00 (2 semesters)

Prerequisites: Teacher and Administration Approval

The AP World History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in world history. The program prepares students for intermediate and advanced college courses. Students learn to access historical materials and scholarship and evaluate their reliability and importance. This course develops the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

United States History since Reconstruction

Grade 11

Credit: 1.00 (2 semesters)

Prerequisites: World History

In this course, which is the second part of a two-year study of U.S. history that begins in Grade 8, students study the history of the United States since Reconstruction to the present. Historical content focuses on the political, economic, and social events and issues related to industrialization and urbanization, major wars, domestic and foreign policies of the Cold War and post-Cold War eras, and reform movements including civil rights. Students examine the impact of geographic factors on major events and analyze causes and effects of the Great Depression. Students examine the impact of constitutional issues on American society, evaluate the dynamic relationship of the three branches of the federal government, and analyze efforts to expand the democratic process. Students describe the relationship between the arts and the times during which they were created. Students analyze the impact of technological innovations on the American labor movement. Students use critical-thinking skills to explain and apply different methods that historians use to interpret the past, including points of view and historical context.

Advanced Placement (AP) United States History

Grade: 11

Credit: 1.00 (2 semesters)

Prerequisites: Teacher and Administration Approval

The AP U.S. History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. The program prepares students for intermediate and advanced college courses. Students learn to access historical materials and scholarship and evaluate their reliability and importance. This course develops the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

Advanced Placement (AP) European History

Grade 12

Credit: 1.00 (2 semesters)

Prerequisites: Teacher and Administration Approval

The AP European History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. The program prepares students for intermediate and advanced college courses. Students learn to access historical materials and scholarship and evaluate their reliability and importance. This course develops the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

United States Government

Grade 12

Credit: .5 (1 semesters)

Prerequisites: United States History since Reconstruction

In Government, the focus is on the principles and beliefs upon which the United States was founded and on the structure, functions, and powers of government at the national, state, and local levels. This course is the culmination of the civic and governmental content and concepts studied from Kindergarten through required secondary courses. Students learn major political ideas and forms of government in history. A significant focus of the course is on the U.S. Constitution, its underlying principles and ideas, and the form of government it created. Students analyze major concepts of republicanism, federalism, checks and balances, separation of powers, popular sovereignty, and individual rights and compare the U.S. system of government with other political systems. Students identify the role of government in the U.S. free enterprise system and examine the strategic importance of places to the United States. Students analyze the impact of individuals, political parties, interest groups, and the media on the American political system, evaluate the importance of voluntary individual participation in a democratic society, and analyze the rights guaranteed by the U.S. Constitution. Students examine the relationship between governmental policies and the culture of the United States. Students identify examples of government policies that encourage scientific research and use critical-thinking skills to create a product on a contemporary government issue.

Psychology

Grade: 9, 10, 11, 1

Credit: .5 (1 semester)

Prerequisites: Teacher and Administration Approval

In Psychology, an elective course, students consider the development of the individual and the personality. The study of psychology is based on an historical framework and relies on effective collection and analysis of data. Students study topics such as theories of human development, personality, motivation, and learning.

Sociology

Grade: 9, 10, 11, 12

Credit: .5 (1 semester)

Prerequisites: Teacher and Administration Approval

In Sociology, an elective course, students study dynamics and models of individual and group relationships. Students study topics such as the history and systems of sociology, cultural and social norms, social institutions, and mass communication.

Digital Graphics and Animation

Grade: 9

Credit: 1.00 (2 semesters)

Prerequisite: None

Digital Graphics and Animation is an introductory course in design, typography, and imaging techniques. The course includes topics such as digital composition, color, imaging, editing, and animation. An integral component in other areas, understanding design elements is essential in the creation of a successful product in this course. The student will use the computer's set of tools, common to bitmapped and object-oriented software programs, to produce and edit digital designs as well as to incorporate design principles when capturing digital images with the scanner and camera. Students will work with color, resolution, and halftones as well as other image enhancing strategies including outlining, cropping, digital manipulation, color correction, masking, and the use of channels, paths, background, and layers. Animation, both 2-D and 3-D, will be introduced in this course. Students enrolled in this course will be computer literate and have experience with the basic electronic productivity and telecommunication tools. A prerequisite for this course is grades 6-8 Technology Applications Knowledge and Skills.

Web Mastering

Grade: 10

Credit: 1.00 (2 semesters)

Prerequisite: None

The World Wide Web (WWW) is the fastest growing part of the Internet. The popularity of the WWW is due largely to the ease with which users can not only access and navigate the web but also create pages of information to share with others. Students will learn how to design, create, and maintain web pages. Projects will incorporate tools such as HTML, Dreamweaver, Photoshop, Flash, Fireworks, digital cameras, and scanners.

Video Technology

Grade: 11

Credit: 1.00 (2 semesters)

Prerequisite: None

Video production is probably the most universally known of all visual media and is an integral component of many technology applications. The process of editing creates a special mood, tempo, and pace to enhance the subject matter. Video production is not only instructional and analytical, but also artistic. Students will learn video basics as well as participate in pre-production, production, and post production stages of video creation, distribution, and evaluation of the product. Students enrolled in this course will be computer literate and have experience with the basic electronic productivity tools.

Computer Science I

Grade: 9, 10, 11, 12

Credit: 1.00 (2 semesters)

Prerequisite: Teacher Recommendation

Computer Science involves the understanding of programming language concepts and how these are applied to problem solving. The enormous growth of programming languages requires a changing curriculum and flexibility in the pace of instruction. Computer Science I is a course covering problem solving, computer architecture, and programming concepts. This knowledge helps students understand how software is written which increases the student's ability to learn application software through understanding of the basic concepts. Students can study Computer Science to comprehend the social, economic and cultural environment of the information age.

Programming equips students with skills which involve much more than the syntax of a programming language. Computer programs are a form of communication. When developing program solutions, students consider clarity of expressing (readability), program maintenance, ease of debugging, program extension, reliability, utility, and validity. Concept mastery of a high level language, while creating solutions which are well structured and modular in nature, is the primary emphasis rather than syntax.

Computer Science II**Grade: 9, 10, 11, 12****Credit: 1.00 (2 semesters)****Prerequisite: Computer science 1 and Teacher approval**

Computer Science II reinforces and increases the depth of understanding of the basic concepts and covers advanced programming concepts which are useful in preparation for the Computer Science Advanced Placement tests.

Multimedia**Grade: 9, 10, 11, 12****Credit: 1.00 (2 semesters)****Prerequisite: Teacher approval**

Multimedia is a laboratory-based course designed to provide an overview of and experience in multimedia technology. Sounds, images, graphics, and video are the informational projects from which students will construct media rich knowledge structures. Students will develop necessary skills and obtain hands-on experiences working with a variety of multimedia tools to build linear and non-linear interactive products. Students enrolled in this course will be computer literate and have experience with basic electronic productivity tools.

Robotics**Grade: 9, 10, 11, 12****Credit: 1.00 (2 semesters)****Prerequisite: Teacher approval**

This course explores concepts related to basic residential wiring, serial and parallel electrical circuits, and wiring connections. The students will also learn about designing and etching a solid state electronic project. Projects will allow students to design and build computer interface boards, learn basic computer programming, and master the control of simple robot functions. Other skills covered include soldering, metering, and working with L.E.D.'s, resistors.

Business Computer Information Systems I**Grade: 9,10,11****Credit: 1.00 (2 semesters)****Prerequisite: None**

Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and to make a successful transition to the workforce and/or post-secondary education. Students apply technical skills to address business applications of emerging technologies.

Business Computer Information Systems II**Grade: 9, 10, 11****Credit: 1.00 (2 semesters)**

Prerequisite: Microcomputer Applications, BCIS1

An occupationally specific course (pre-employment laboratory or cooperative education) designed to provide advanced training in concepts and skills related to computer applications. Special emphasis is placed on computer operations, word processing, database management, spreadsheet manipulation, telecommunications, desktop publishing, and other high-level business application software. The course may be taught as a pre-employment laboratory or as cooperative education. The course is approved for computer proficiency credit.

Spanish I**Grades: 9-12****Credit 1.0 (2 semesters)****Prerequisites: Spanish 8**

This class serves as an introduction to the basics of the Spanish language. The basics of speaking, reading, listening, writing and comprehension are taught, as are aspects of the culture in countries where Spanish is spoken. An emphasis is placed on speaking and comprehension of Spanish. Class participation is required, as is daily study and practice time (outside of the classroom) to ensure the student's success in the course.

Spanish II - 1.0 credit (2 terms)**Grades: 9-12****Credit 1.0 (2 semesters)****Prerequisites: Spanish I**

This class serves to further develop the student's ability to use the Spanish language. Speaking, reading, listening, writing and comprehension of Spanish are taught, as is the culture of the countries where the language is spoken. An emphasis is placed on speaking and comprehension of Spanish. Class participation is required as is daily study and practice time (outside of the classroom) to ensure the student's success in the course.

Spanish III**Grades: 10-12****Credit 1.0 (2 semesters)****Prerequisites: Spanish II**

This class serves to further develop the student's ability to use the Spanish language. More emphasis is placed on the culture of Spanish—speaking countries than in previous levels, as well as a higher emphasis on the utilization of Spanish in conversation, presentations, etc. Texts, films and other cultural resources are studied in the target language. Class participation is required as is daily study and practice time (outside of the classroom) to ensure the student's success in the course.

Spanish IV**Grades: 10-12****Credit 1.0 (2 semesters)****Prerequisites: Spanish III**

This class seeks to develop the student's ability to utilize Spanish to the point of mastery. A higher emphasis is placed on the reading of texts, watching of films and studying the history and culture from the countries where Spanish is spoken. Class participation is required as is daily study and practice time (outside of the classroom) to ensure the student's success in the course.

All MSE teachers will have a copy of and will use the Tennessee Standards that correspond to the classes they are teaching. MSE curriculum will have academic as well as non-academic standards that every student must meet. In their syllabi and lesson plans, teachers will be required to cite which learning standards they are addressing and how the content and performance standards align with those of the Tennessee Content standards. The Principal

will confirm that all lessons and academic goals are aligned with the Tennessee Standards and will take appropriate action to guide teachers in meeting the Standards.

The objectives of the math, science, and technology curriculum of Memphis School of Excellence are to;

1. Meet the cognitive, social, and affective needs of our students with multiple intelligences by offering the following practices through integration of technology into curriculum; core knowledge, thematic approach, cross-disciplinary project-based learning, experiential learning, community-based learning, and performance assessment.
2. Instill in our students, teachers, and parents a culture of inquiry, field observation, research, and hands-on practice in science and technology and communicate high expectations to students by acknowledgement of academic success, to teachers by emphasizing staff development, and to parents by advocating parental involvement.
3. Produce and prepare high school students and leaders of tomorrow with high expertise and positive character traits for science and technology related careers, such as engineering, health, math, biology, chemistry, astronomy, environmental sciences, genetics, etc.
4. Enable students to develop research skills, practice their scientific knowledge through experimentation, and demonstrate their skills and final products in extracurricular activities, displays, fairs, competitions, and science Olympiads.
5. Establish partnerships with post-secondary institutions in forms of research study, internships, dual credit programs, and other innovative practices.
6. Expose our students to professional workforce experience by adopting policies, creating opportunities, establishing school networks, and allowing changes in curriculum to attract community resources and private businesses.
7. Consider each student of diverse backgrounds as an individual and provide career guidance by personalizing graduation plans, list of electives, their research area of interest, and college choice.

Instructional Methods

Students will be provided with opportunities to expand their mental and physical abilities in socially acceptable activities. Students and teachers will be considered as partners in the students' educational program, where there will be mutual respect and support. We believe that addressing students' successes and setbacks are equally important for the students' growth. Because thought and expression develop out of experience, learning should nurture a sense of caring for other people and the environment. The following list is examples of teaching methods that will be utilized by the instructional staff throughout the year at Memphis School of Excellence.

The thematic approach will be used as the basis for planning six-week academic term. The theme topic will be driven by student interest and group consensus. Once a theme topic is chosen, a variety of core activities across the curriculum will be brainstormed by group members. Students will then examine these activities and choose several to complete, based on time constraints, group and individual interest, availability of camp and community resources, and general compatibility with the school program. The group will then set a schedule of completion with input from program, education, and other support staff.

Cooperative learning will be integral and essential to all learning experiences. Success will be measured at the group level as well as the individual level. Group work and portfolio work will be an essential part of the therapy that will take place in the program, so it will become a natural part of instructional opportunities as well.

Goal-setting will be another strategy that bridges academic and therapeutic boundaries. Students will be expected to write long-term and short-term goals for every aspect of their life. Educational goals will be evaluated for every activity throughout the day. Goals will be expected to be realistic, reliable, and measurable.

Individualized instruction will be one of the most important instructional strategies of Memphis School of Excellence, which will be provided to students all the time they need. It will be accommodated in group settings because of the favorable student/teacher ratio. Each student's education plan will be individualized according to his or her education, emotional, and psychological needs.

By using a **multi-sensory** approach to learning, students will be provided opportunities to learn through auditory, visual, tactile, and kinesthetic activities. Students will be guided through the process of determining which learning style is best suited to their needs.

In **Role modeling**, teachers will actively participate in the daily routine and educational process of the group. The power of role modeling is especially important in demonstrating a respect for others and the environment.

Modular Instruction; A learner-centered and self-directed learning experience will be designed for individuals or for small teams in the school. Learning teams will be randomly assigned so cooperation will be required of students who may be from diverse backgrounds or groups.

Simulation is a learning process that involves students as participants in role-playing presentations and/or problem-solving games imitating real-life situations or workplace environments will be used as instructional strategies.

Demonstrations; Showing practical applications of theory, product, or equipment; will be done by teacher, guest, and/or students.

There are many forms of **Multiple Intelligence**; many ways by which we know, understand, and learn about the world. Seven intelligences have been identified: verbal/linguistic, logical/mathematical, visual/spatial, body/kinesthetic, musical/rhythmic, interpersonal, and intrapersonal. Instructional staff will use the following areas to challenge the students' various intelligences.

- **Visual/Spatial:** charts, graphs, photography, visual awareness, organizers, visual metaphors, visual analogies, visual puzzles, 3D experiences, painting, illustrations, story maps, visualizing, sketching, patterning, mind maps, color, and symbols.
- **Verbal/Linguistic:** stories, retelling, journals, process writing, reader's theatre, storytelling, choral speaking, rehearsed reading, book making, speaking, nonfiction reading, research, speeches, presentations, listening, reading, reading aloud, and drama.
- **Bodily Kinesthetic:** field trips, activities, creative movement, hands on experiments, body language, manipulative, physical education activities, crafts, and drama.
- **Logical/Mathematical:** problem solving, tangrams, coding, geometry, measuring, classifying, predicting, logic games, data collecting, serialing, attributes, experimenting, puzzles, manipulative, scientific model, money, time, sequencing, and critical thinking.
- **Musical/Rhythmic:** singing, humming, rhythms, rap, background music, music appreciation, mood music, patterns, form, rhythm, and playing instruments.
- **Intrapersonal:** individual study, personal goal setting, individual projects, journal log keeping, personal response, personal choice, individualized reading, and self-esteem activities.

- **Interpersonal:** co-operative learning, sharing, group work, peer teaching, social awareness, conflict mediation, discussion, peer editing, cross age tutoring, social gathering, study groups, clubs, and brainstorming.

Strong Reading and Writing Emphasis: English teachers and ELL teacher focus on pronunciation and spelling of vocabulary used in the classroom, cafeteria, home, and school. All classroom teachers and parents are involved in and out of class in helping children overcome typical errors in English in intonation, pluralizations, grammar, tenses, etc. High school students are also be trained with Literary, Interpretative and Creative Writing skills.

Grade Advancement Policy: The school develops a grade advancement policy for exceptional learners who demonstrate outstanding skills in Reading, Science, and Mathematics. Acceleration of the student allows the student to continue his or her education at his or her own pace.

Performance Assessments: Performance assessments - also known as "alternative" or "authentic" assessments -- augment norm-referenced multiple-choice tests in all grade levels. Portfolios and presentations are widely used.

Cross-disciplinary learning: Students work on projects that require cooperative teaching efforts in Language Arts, Fine Arts, Math, Social Studies and Science. Teachers make cooperative lesson plans and student product consists of material covered in different subjects.

Character Education and Leadership development: The aims of education are to support the growth of pupils' whole personality. The cognitive goals of education are to strengthen study skills and thinking skills of pupils. The affective and social goals of education are met by providing socio-ethical and aesthetic education alongside the conventional learning of facts. Keeping these in mind, a strong character education and leadership development program are implemented at all grade levels. The Character Education class encourages students to take responsibility for their actions. It aims to familiarize them with good character traits, to place teachers as role models before them and to help develop good citizens with high moral values.

Career Education: All students attend an annual Career Day at Memphis School of Excellence and meet professionals from different occupations. 8th graders and high school students take a

“Career Choices” class. The purpose of this program is to enable students to apply the knowledge and skills needed to design personal plans for achieving their goals in college and after college. Career Education attempts to give general information about career theories, opportunities, tests, financial aid, scholarships, and instill in the student college awareness through preparing him/her for the senior year in high school.

Dual-credit: Students in high school especially in their junior and senior year have completed many of the credits required by the state. These last two years are a perfect period to sign up for AP classes and dual credit program. Students are encouraged to take at least 15 hours of college credit.

Individual Graduation Plan (IGP): The school counselor acts as an advisor who helps the student make an individual graduation plan. The plan consists of a four year plan that outlines the career track, classes that the student will sign up for, electives, research area, AP courses, and dual credits. The counselor meets with the student twice a year to check the progress and update the plan. The student’s file must include academic strengths and weaknesses, TCAP scores, EXPLORE, PLAN, ACT/SAT scores, all credits, and any transfer credit. The counselors are highly qualified and use software programs to keep track of the IGPs. For students who are in danger of not graduating in time, tutorials are arranged with their teachers (all Memphis School of Excellence teachers are highly qualified) and paper-based and online diagnostic assessments are done frequently to track the progress.

Participation in Contests: Students in gifted and talented and the regular program are encouraged to participate in local, statewide, national and international competitions. This keeps the students engaged and excited about learning. Some of these competitions are American Mathematics Contest (AMC), Math League, Math Counts, International Science Olympiads, Science Fair, Science Olympiad, History Fair, Geography Bee, Spelling Bee, Science Bowl, and Art Exhibitions.

Integration of technology into curriculum and Constructivist Learning

Another recent change in the area of learning and teaching is due to the emerging concept of human, knowledge and learning that refers to cognition-based views on learning and to constructivism in particular. If constructivist principles are implemented in teaching practices, they will certainly have an effect on teachers' and students' roles. The modern concepts of

learning emphasize the students' responsibility for their own learning and their active role in seeking and using information. The role of the teacher changes from being an information-transmitter into being an instructor who guides the students. This innovation is a great step towards individualizing education.

Technology contributes to (1) student learning through involvement with authentic, challenging tasks; (2) professionalization of teachers; and (3) creation of a culture that supports learning both in the classroom and beyond the school walls.

By using a multi-sensory approach to learning, students will be provided with opportunities to learn through auditory, visual, tactile, and kinesthetic activities. Students will be guided through the process of determining which learning style is best suited to their needs.

Technology helps students by making learning fun. The Internet allows students to explore resources, new horizons, and other people. Computers can be used to individualize education for students. Students can pace themselves and drills, simulations and games can contribute to regular class teaching.

Technology, if used wisely, is a most useful tool for teachers. Teachers learn how to use technology to the benefit of children. Teacher's role is to facilitate learning by offering different learning styles through the use of multimedia instructional aids. Teachers have access to their laptops 24 hours. By establishing safety and general use guidelines, faculty will be able to benefit from technology constantly. Teachers have cell phones that are open to calls from students and parents.

Communication through computers allows students and faculty to exchange ideas and information instantaneously. Our school offers an online database which keeps the school community informed of everything from grades to meetings. Parents are given a username and a password to check their children's attendance, homework, grades, conduct, teacher comments and messages from school.

The school offers online drills and homework for some classes. Students take tests, do drills, and write reports at their own pace. The feedback is sent to the teacher and parent immediately.

The school employs an instructional technologist who will educate the administration and faculty on effective ways of integrating technology into education. This person is responsible for laying out a technology infrastructure plan for technology use across the disciplines.

Dean of academics will be in charge of integrating and incorporating these strategies to the taught curriculum. MSE will make sure that teachers receive appropriate trainings in the individualized learning styles, multiple intelligences, ELL enrichment, traditional teaching in interdisciplinary classes, collaborative classrooms, projects, service-based learning, core knowledge, and inquiry-based learning. During department and grade level meetings, teachers will discuss the appropriate strategies to incorporate in their classroom.

Graduation Requirements

Memphis School of Excellence will implement the graduation requirements mandated by TRR/MS 0520-1-3-.06 Memphis School of Excellence will offer its students the options graduation path as follows. To meet the requirements for all diplomas, a student must have attained an approved attendance, conduct and subject matter record, which includes a completed graduation path.

MSE will award following types of diplomas/certificates to students who qualify.

- 1) The Regular Diploma
- 2) The Academic Honors Diploma
- 3) The Distinguished Scholars Diploma
- 4) Certificate of IEP

The Regular Diploma shall be awarded to students who:

1. Earn the specified 22 units of credit in the Ready Core program (Students with disabilities will be included in regular classes to the degree possible and with appropriate support and accommodations. To earn a regular high school diploma, students with disabilities must earn the prescribed 22 credit minimum.)
2. Have an opportunity to take an exit exam to assess readiness for the work place or higher education. (ACT,SAT ,or Work Keys)
3. have satisfactory records of attendance and conduct.
4. Conduct a senior capstone project such as, but not limited to
 - Senior project
 - Internship
 - Work based learning
 - Service learning (minimum 40 hours)
 - Community Service (minimum 40 hours)

Requirements for a regular high school diploma

Subjects	Required Credits	Minimum Required Courses
<u>English</u>	<u>4</u>	• English I / English I Honors • English II / English II Honors • English III / English III /Honors/AP Language • English IV / English IV/Honors/ AP Literature
<u>Math</u>	<u>4</u>	• Algebra I Geometry • Geometry • Algebra II One and Upper level math
<u>Science</u>	<u>3</u>	• Biology / Biology Honors-1 Credit • Chemistry or Physics • Students will take another one credit course in science based on their interest and prerequisite requirements.
<u>Social Studies</u>	<u>3</u>	• US History (Honors or AP) -1 Credit • Economics-1/2 Credit • Government-1/2 Credit • (World Geography, World History, AP World Geography, AP World History, AP European History)-1 Credit
<u>Foreign Language</u>	<u>2</u>	2 credits in the same language.
<u>P.E. & Wellness</u>	<u>1.5</u>	Wellness-1 Credit P.E.-0.5 credit
<u>Personal Finance</u>	<u>0.5</u>	Personal Finance-0.5 Credit
<u>Visual/Performing Arts</u>	<u>1</u>	Visual Arts-1 Credit
<u>Electives</u>	<u>2</u>	SAT/ACT Preparation-1 Credit Students will choose elective courses based on their need and interest. CTE Courses
<u>Computer Education</u>	<u>1</u>	
<u>Total</u>	<u>22</u>	

The Academic Honors Diploma shall be awarded to students who:

1. Earn the specified 22 units of credit in the Ready Core Program.
2. Attain an 85-92 average for the high school career and completing at least one of the following:
 - a. earn a nationally recognized industry certification
 - b. participate in at least one of the Governor's Schools
 - c. participate in one of the state's All State musical organizations
 - d. be selected as a National Merit Finalist of Semi-Finalist
 - e. attain a score of 31 or higher composite score on the ACT
 - f. attain a score of 3 or higher on at least two advanced placement exams
 - g. earn 12 or more semester hours of transcribed postsecondary credit

3. Students who score at or above all of the subject area readiness benchmarks on the ACT or equivalent score on the SAT will graduate with honors.
4. have satisfactory records of attendance and conduct.
5. Conduct a senior capstone project such as, but not limited to
 - Senior project
 - Internship
 - Work based learning
 - Service learning (minimum 40 hours)
 - Community Service (minimum 40 hours)

The Distinguished Diploma shall be awarded to students who:

1. Earn the specified 22 units of credit in the Scholars Program.
2. Attain an 93-100 average for the high school career and completing at least one of the following:
 - a. earn a nationally recognized industry certification
 - b. participate in at least one of the Governor's Schools
 - c. participate in one of the state's All State musical organizations
 - d. be selected as a National Merit Finalist of Semi-Finalist
 - e. attain a score of 31 or higher composite score on the ACT
 - f. attain a score of 3 or higher on at least two advanced placement exams
 - g. earn 12 or more semester hours of transcribed postsecondary credit
3. Students who score at or above all of the subject area readiness benchmarks on the ACT or equivalent score on the SAT will graduate with honors.
4. have satisfactory records of attendance and conduct.
5. Conduct a senior capstone project such as, but not limited to
 - Senior project
 - Internship
 - Work based learning
 - Service learning (minimum 40 hours)
 - Community Service (minimum 40 hours)

Examinations

End-of-course examinations will be given in English I, English II, English III, Algebra I, Geometry, Algebra II, U.S. History, Biology I, Chemistry and Physics. Further, the results of these examinations will be factored into the student's grade at a percentage determined by the State Board of Education in accordance with T.C.A. §49-1-302 (2). The weight of the end-of-course examination on the student's course average is as follows for entering 9th graders:

- I. Fall of 2010 - 20%
- II. Fall of 2011 and 2012 - 25%
- III. Fall of 2013 and thereafter - 25%

The students are not required to pass any one examination, but instead the students need to achieve a passing score for the courses.

The Certificate of IEP shall be awarded to students who:

1. Complete an Individualized Education Program
2. successfully completed a portfolio
3. have satisfactory records of attendance and conduct.

Sample four-year program:

Grade 9	Grade 10	Grade 11	Grade 12
<u>English I</u>	<u>English II</u>	<u>English III</u>	<u>English IV</u>
<u>Algebra I</u>	<u>Geometry</u>	<u>Algebra II</u>	<u>Pre-Calculus with Trigonometry</u>
<u>Biology I</u>	<u>Chemistry I</u>	<u>Physics I</u>	<u>Biology-AP</u>
<u>World Geography</u>	<u>U.S. History</u>	<u>Government/Economics</u>	<u>Elective</u>
<u>Physical Education/ Personal Finance</u>	<u>Wellness</u>	<u>Visual Arts I</u>	<u>Elective</u>
<u>Foreign Language I</u>	<u>Foreign Language II</u>	<u>Computer Literacy</u>	<u>Elective</u>

Sample program for students who enter with high school credits earned in middle school:

Grade 9	Grade 10	Grade 11	Grade 12
<u>English I -Honors</u>	<u>English II - Honors</u>	<u>English III -Honors</u>	<u>English Literature-AP</u>
<u>Geometry -Honors</u>	<u>Algebra II – Honors</u>	<u>Pre-Calculus with Trigonometry</u>	<u>Calculus AB - AP</u>
<u>Biology I -Honors</u>	<u>Chemistry I</u>	<u>Physics I</u>	<u>Chemistry - AP</u>
<u>Foreign Language I</u>	<u>Foreign Language II</u>	<u>Foreign Language III</u>	<u>Foreign Language -AP</u>

<u>Visual Arts I</u>	<u>World Geography</u>	<u>U.S. History - AP</u>	<u>Government/Economics</u>
<u>Physical Education/ Personal Finance</u>	<u>Wellness</u>	<u>Interactive Multimedia Design</u>	<u>Elective</u>

Grading Policy

Memphis School of Excellence will use the uniform grading system for students enrolled in grades nine through twelve (9-12) as mandated in TRR/MS 0520-1-3-.05.

Uniform Grading System				
Grade	Percentage Range		Weighting for Honors Courses and National Industry Certification	Weighting for Advanced Placement and International Baccalaureate Courses
A	93	100	May include the addition of 3 percentage points to the grades used to calculate the semester average.	May include the addition of 5 percentage points to the grades used to calculate the semester
B	85	92		
C	75	84		
D	70	74		
F	0	69		

Instructional Arrangements for Special Education Students

Depending on needs of a special education student, IEP committee will consider instructional placement options for the student. These options may include mainstream, inclusion, resource room, self-contained classroom, etc. Student-centered curriculum will also provide opportunities for special education students to engage in individualized learning. MSE's curriculum and instructional program was designed in a way that all needs of exceptional students are met. Furthermore, supplementary aids and services, accommodations, and modifications will be integrated into instructional plan of students with disabilities. The plan complies with all federal and state regulations.

A variety of instructional arrangements and settings is provided along a continuum from the least restrictive to the most restrictive environment. The IEP team, when placing a student in special education, considers all available options in the process of determining the most appropriate instructional setting(s) for the student.

Each student with disabilities will have available a six-hour instructional day and seven-hour school day as provided for all other students. The IEP team shall determine the appropriate instructional setting and length of the instructional day as appropriate for each student with disabilities.

As determined by the IEP meeting, students may be served in a combination of appropriate instructional arrangements during any given semester. Some of these arrangements are: Mainstream, Resource Room, Self-contained, Mild and Moderate, Regular Campus, Self-contained, Severe, Regular Campus, Vocational Adjustment Class, Homebound, Hospital Class, and Speech Therapy.

In addition to these arrangements, MSE will provide direct services such as inclusive support, instructional modifications/accommodations, content mastery support, physical and occupational therapy, and consultation with special education staff.

Referral and Identification Process for Special Education Services

MSE's Referral Process for special education services consists of Response to Intervention (RTI) method. According to this method, there are three main intervention categories. These categories include research-based scientific interventions that are applied prior to special education. Sample intervention forms are attached in Appendix D.

RTI Tiered Intervention Categories:

1. **Tier I interventions:** These interventions are universal and available to all students. Teachers often deliver these interventions in the classroom. Tier I interventions are those strategies that instructors are likely to put into place at the first sign that a student is struggling.
2. **Tier II interventions:** These interventions are individualized to the unique needs of struggling learners. They are reserved for students with significant skill gaps who have failed to respond successfully to Tier I strategies. There are two different methods that can be used to deliver Tier II interventions:
 - a) **Problem-solving (Classroom-based) interventions:** The classroom teacher is often responsible for carrying out these interventions. In this approach, the intervention can be customized to the student's needs. However, developing intervention plans for individual students can be time consuming.
 - b) **Standard-protocol (Stand-alone) interventions:** In this method, group intervention programs based on scientifically valid instructional practices are created to address frequent students referral concerns. These services are provided outside of the classroom. It is efficient and consistent because large numbers of students can be put into these group interventions. However, standard protocol

interventions cannot be often individualized easily to accommodate a specific student's unique needs.

3. **Tier III interventions:** These interventions are the most intensive academic supports available in school and are generally reserved for students with severe and chronic academic delays or behavioral problems. They are mostly given only through special education.

Identification steps of a student with disabilities are as follows:

1. Classroom teacher notices the sign of academic difficulty.
2. Teacher independently puts Tier I interventions into place and monitors/documents the performance.
3. If the student fails Tier I, the teacher refers him/her to IEP Team for Tier II interventions by completing a referral form.
4. IEP Team starts collecting data and meets with the teacher in order to brainstorm about interventions (must be scientific, research-based interventions) likely to meet the needs of the referred student.
5. The student is observed/monitored with Tier II by IEP Team for a reasonable period of time (Ex: 6 weeks). If the student fails, change the intervention.
6. A student, who continues to show chronic and significant academic deficits despite a history of intervention attempts, may need to be found eligible for special education. Then Tier III.

If a child continues to experience difficulty in general education after above interventions, school personnel may refer the child for an evaluation for special education services.

7. A parent may directly ask for an evaluation for special education services. A parent may begin this process of referral by indicating in writing to the teacher or administrator that he or she believes that the child is in need of special education services.
8. During the initial referral process, notice of procedural safeguards should be given to the parent and receipt should be signed by parent.
9. If a parent makes a referral for an evaluation and the school decides an evaluation is not needed, the school must give prior written notice to the parent of its refusal to evaluate.

Evaluation Process

- 1) School must ask for consent from the parent to conduct evaluation.
- 2) IEP team reviews observations and additional data collected from teachers and parent.
- 3) Within 40 school days, necessary evaluations should be completed.
- 4) IEP initiation meeting must be conducted within 10 calendar days after evaluation in order to discuss child's eligibility for special education and provision of appropriate instructional and/or related services. The meeting committee includes the following members:
 - (a) the parents of the child;
 - (b) not less than one regular education teacher of the child (if the child is, or may be, participating in the regular education environment);
 - (c) not less than one special education teacher of the child or when appropriate, not less than one special education provider of the child;
 - (d) a representative of the public agency (LEA) who:
 - (i) is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of children with disabilities;
 - (ii) is knowledgeable about the general education curriculum; and

- (iii) is knowledgeable about the availability of resources of the public agency (LEA);
 - (e) an individual who can interpret the instructional implications of evaluation results;
 - (f) at the discretion of the parent or the agency (LEA), other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and
 - (g) whenever appropriate, the child with a disability.
- 5) Parental consent to initiate special education and related services must be separately obtained from the parent. If parent refuses consent, no special education and related services will be provided.

IEP team collects the following data before evaluation: (see Appendix D for attached forms)

1. Parent Consent for Evaluation
2. Oral Language Rating Scale
3. Behavior Rating Scale
4. Vision and Hearing Screening
5. Sociological Data
6. Classroom Observation Form
7. Classroom Based Assessment
8. Referral Letter to the Parent (for initial evaluation only)

Please see Appendix D for summary of special education timeline.

Instructional Arrangements for ESL/ELL

Memphis School of Excellence will place students identified as limited English proficient (LEP) based on the results obtained through the screening instrument. The goal of English as a second language programs shall be to enable limited English proficient students to become competent in the comprehension, speaking, reading, and composition of the English language through the integrated use of second language methods. The English as a second language program shall emphasize the mastery of English language skills, as well as mathematics, science and social studies, as integral parts of the academic goals for all students to enable limited English proficient students to participate equitably in school.

English as a second language program shall be integral parts of the total school program. Such program shall use instructional approaches designed to meet the special needs of limited English proficient students. The plan complies with all federal and state regulations.

The approaches to English Language Learner (ELL) programs are multifaceted due to diverse student populations and variant languages groups represented by those culturally diverse language groups. Often, the variety of programs, the definitions and the legal requirements for program

implementation are confusing to educators. Services provided for second language learners should be addressed as an instructional continuum and delivery should be dependent on the students' needs and the program in which those needs are served. ELL, the primary program of second language instruction, focuses on assisting the student to learn content area subject matter. The following are descriptions of specific second language programs.

ELL Program Models define diversity and are dependent on state and federal laws. The students considered ELL in this scenario are those who are in transition from bilingual education to regular education classes. The sole use of ELL as an instructional medium is likely to be used in districts where language minority groups are diverse and represent many different language groups. ELL programs can accommodate students from different backgrounds in the same classroom, and teachers do not need to be proficient in the student's home language(s).

Sheltered English is an approach to teaching content area subject matter through specific teaching techniques to homogeneous language leveled groups. Sheltered English teaching techniques facilitate the acquisition of the second language through content area curriculum. Teachers use challenging materials at appropriate reading levels, which help the student acquire the content, as well as vocabulary in the target language. The teacher uses clear concrete language with plenty of visuals, supporting clues, and relevant teaching strategies combined with appropriate manipulatives allowing the students to have real world experiences. Teachers control their speech speed and vocabulary and use few idiomatic expressions.

ELL Class Period Students receive ELL instruction during a regular class period and also receive course credit for the class. Students may be grouped for instruction according to their second language proficiency level.

ELL Resource Center is a variation of the pull out design bringing students from several classroom or schools to a central location. The resource center, which will be located in the campus, concentrates material and staff in one place and is generally staffed by at least one certified ESL/ELL teacher. A resource center can also provide services for recent arrival, such as general school and community orientation classes for students and parents.

Gifted and Talented (GT) program

Memphis School of Excellence School will implement a Gifted and Talented (GT) program that meets the unique social, emotional, and intellectual needs of gifted and talented students through the collaboration of students, educators, parents and community members that ensures opportunities for maximum growth and development for lifelong success.

A GT student is defined as a child or a youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who: (1) exhibits high performance capability in an intellectual, creative, or artistic area; (2) possesses an unusual capacity for leadership; or (3) excels in a specific academic field.

Goals of GT Program: a) GT students will develop understanding of self and others, develop self-confidence, and recognize the worth of others, b) GT students will utilize higher level thinking skills to foster creative results, which demonstrate an understanding of advanced content, c) GT students will have the opportunity to develop and maximize their cognitive and creative abilities to the fullest, within the framework of each task.

Objectives: GT students will a) Develop critical thinking skills in order to solve problems logically, b) Develop research skills and use information gathered implementing a group research project, c) Demonstrate the ability to use creative problem solving strategies, d) Recognize how change in and around their world affects their relationships.

G/T Program Services: Students in G/T Program at Memphis School of Excellence will be offered the following services:

- Identified students are provided with the options of taking GT courses where they have the opportunity to work with other GT students, non-identified students, and to work independently.
- Differentiated, GT curriculum is taught in the academic core areas of Reading, Math, Science, Social Studies, and Computer Technologies.
- Pull-Out Program Option is available in the academic core areas of Math, Science, and Computer Technologies.
- A Gifted and Talented Mentorship Program.

Identification Process: Identification of a GT student encompasses a three step procedure;

- 1) Nomination: students may be nominated by a) Parent, b) peers, c) teachers, d) other professional personnel, and e) themselves.

- 2) Assessment/Testing: Students seeking admission to G/T Program of Memphis School of Excellence take three tests (Ability, Achievement, Interviews).
- 3) Selection: The G/T Committee convenes to make selection decisions. The decision is based on both Quantitative and Qualitative data.
- 4) Notification: Parents are notified in writing of the Campus Selection Committee's decision.

Along with ITBS, the Cognitive Abilities Test (CogAT) assessment instruments will be used to identify gifted and talented students. The Cognitive Abilities Test (CogAT) appraises the level and pattern of cognitive development of students from 6 through 12 grades (the pertinent section will be used only). The test measures both general and specific reasoning abilities. The general reasoning abilities reflect the overall efficiency of cognitive processes and strategies that enable individuals to learn new tasks and solve problems, especially in the absence of direct instruction. These abilities are assessed in three CogAT batteries: the Verbal, Quantitative, and Nonverbal batteries. Each is represented by two or three different reasoning tasks. Having multiple measures in each domain greatly increases the dependability of the score profile that is reported for each student. The Cognitive Abilities Test measures developed abilities, not innate abilities. As a part of qualitative assessment, teachers and/or parents will complete student observation forms.

Memphis School of Excellence will offer a wide range of clubs and athletics activities. Additional programs and activities will be offered during and after school hours. Leadership activities such as Honor Society, Boy Scouts, Girl Scouts, 4H, and Student Council will be organized.

Memphis School of Excellence is also planning to develop agreements with several charter schools to conduct joint hands-on science and mathematics education programs, joint arts exhibitions, and joint sports competitions at all grade level. Memphis School of Excellence will be in communication with Memphis City Police Department to provide a Drug Free America program at MSE. The officers of the police department will hold seminars and workshops to inform the students about the dangers of substance abuse.

The following list of clubs that will be offered for Memphis School of Excellence students are:

Computer Club: Students with an interest in computer technology will have the opportunity to learn new skills and practice those previously learned. Projects will be developed around areas that the club members suggest. Possible areas of exploration will

be Internet searching and Hyper Studio. The members of this club will introduce new developments in computer technology to other students.

Math Club: Math Club is an after-school activity which will use a variety of games designed to promote math skills and thinking strategies. Students with a high interest in math and related areas will learn to make better use of their skills. Peer tutorial and coaching will also occur among students who excel in math and those who struggle with the subject. Peer tutorial and coaching will take place between the upper grades.

Science Club: Students with an interest in science will be given an opportunity to experience hands-on activities and experiments in the various areas of science. This club will organize small competitions and exhibits about science and increase the popularity of science in Memphis School of Excellence. This club will occupy the most important place in the co-curricular life at Memphis School of Excellence.

Chess Club: The purpose of the chess club will be to give students the opportunity to practice the strategy of chess. Students will take turns pairing with other during each session. At the end of the year, there will be a contest to determine who the champion chess player is for that year. During the winter, there will be a district contest held at Memphis School of Excellence.

Art Club: Students with an interest in art will have an opportunity to work with different ideas and materials not usually experienced in art class. Students need not be registered in an art class to join. Students will do fun art activities along with an emphasis on community service.

Soccer Club: Open to any student who is interested in soccer. This club will support drug prevention programs by encouraging the students in sport activities. They will meet regularly to improve their soccer skills.

Recreational Activities: Memphis School of Excellence will organize several teams sport, which includes but not limited to soccer, basketball, and volleyball.

Drama Club: Open to any student who wishes to develop acting skills. The group will meet regularly to listen to guest speakers on various aspects of acting as well as reading through plays and working on character development and stage presence. The Students will be able to express themselves in a variety of ways. They will build upon their existing flair for the dramatics and have a lot of fun in the process the culminating activity will be the performance of a short play chosen by the students.

Family & Consumer Science Club: Fun, friends, food, crafts community service! Students will use their creative skills to make projects for themselves, families, and friends and/or to "serve" others in their community and school. Students will meet monthly. Fees will be charged for the cost of the materials for each project.

Math Olympiad: There will be two-separated small math Olympiad inside the school; Math Counts (Grades 6-8), and Math Bowl (Grades 9-12) encourage students to develop an interest in and enthusiasm for math and problem solving, and contribute to intellectual development. They will provide opportunities for math enrichment, along with academic competition with students from other schools. Successful students will be chosen by these small competitions to study and join other national and international Olympics. There will be special, chosen Olympiad teams, who will study with their guide math teacher for Olympics. Memphis School of Excellence will provide them with a suitable atmosphere to study well.

Science Olympiad: Science Olympiad is another important goal in Memphis School of Excellence. It aims to join international science, biology and environmental Olympics. All science talented students will be encouraged to become involved in science Olympics. There will be science teams who will study for Olympics with a special guide teacher. Students will also compete with other public and private schools.

Student Council: An organization of student representatives whose main purpose is to make students' interests known while providing opportunities for leadership and service within the school and community. Students will be elected from their Prime time to form a general body. The entire school will elect members of the Senate. Both groups will meet at regular periods. Middle School Student Government will develop leadership, serves as an

information conduit between students and teachers, and promotes social and service activities.

Gifted Programming and Animation Club: Besides the regular computer class, this club aims students to gain the basic knowledge of "Visual Basic" programming language and Flash Program. Students will learn how to construct algorithms, digital graphics and animation, and write simple programs. They will receive hands-on experience with the various components associated with today's IBM compatible PCs.

Electronics and Robotics Club: This club is designed to introduce students with the fundamentals of electronics and robotics. Main topics covered are analog and digital circuits, laws of electronics, and electricity as well as basic mathematical concepts affiliated with physics. They will perform experiments on circuits. Secondly, student teams will design and construct their own robots. Also, they'll learn about the process as well as simple programming.

Memphis School of Excellence plans to develop agreements with several charter schools to conduct joint advanced science and mathematics education programs, joint arts exhibitions, and joint sports programs. Memphis School of Excellence will develop plans with other public or private agencies to facilitate and enhance the enjoyment of student life.

Academic assessment

Academic assessment is an integral part of the curriculum at Memphis School of Excellence. Students will be tested periodically throughout the each school year to measure academic progress. Many types of assessments will take place in the classroom, both formal and informal.

ITBS: The Memphis School of Excellence will meet all applicable state assessment requirements (Achievement Test in grades 6-8), the Writing Test, the Gateway Tests and the End of Course Tests) prescribed by law for all Tennessee public schools. In addition to the State assessment tests, students will be given the Iowa Test of Basic Skills (ITBS). The ITBS is administered to gauge the progress of students and to create a standardized basis for measuring schools' achievement and growth. This nationally norm-referenced test will be administered to all students during the fall semesters of the first year to measure first-year growth, and to establish a norm-referenced baseline. The results of these tests will be used to evaluate school programs and, in

conjunction with other assessments, classroom performance, student progress. Students will be divided into sections within each grade level according to the school-wide testing so that teachers can teach subject material to more homogeneous student cohorts. This ability grouping will enable teachers to provide effective classroom management practices.

ITBS will be administered in core courses (i.e., reading, mathematics, science, and language arts). The ITBS will then be administered during the fall each of each subsequent year. The goal will be to increase same cohort performance on the ITBS by at least five percentile ranks each year thereafter, or 25% over the life of the charter. This nationally recognized test when viewed with daily work performance, report cards, work portfolio, and attitude toward learning, give a balanced picture of each student's progress.

The ITBS Form A and Form B measures the skills and achievement of students from 6 through Grade 12 (the pertinent section will be used only). Developed at The University of Iowa and backed by a tradition of more than 70 years of educational research and test development experience, the ITBS provides an in-depth assessment of students' achievement of important educational objectives. Tests in Reading, Language Arts, Mathematics, Social Studies, Science, and Sources of Information yield reliable and comprehensive information both about the development of students' skills and about their ability to think critically.

Benchmark Assessments: In addition to these assessments, locally prepared benchmark assessments will be given to the students at the end of each six-week grading period. The Benchmark Assessments have several important purposes. Their primary goal is to help teachers improve their classroom instruction by providing regular feedback regarding the students' knowledge of particular strands of instruction. Students' retention within a strand can be monitored and graphed to provide important information to teachers during their lesson planning. The benchmark system is based on monthly assessments administered in writing, reading, and math in all grades. The Benchmarks allow the identification of strengths and weaknesses of individual students as they apply to the students' achievement of their educational goals and performance standards. The Benchmark Assessments are designed to support a comprehensive program of teaching and learning. The Benchmarks offer teachers the unique opportunity for a monthly gauge of students' knowledge and national testing strands. These assessments take the form of short quizzes that mirror criterion-referenced and norm-referenced tests. This means, for example, that certain tests will require open-ended problem solving or persuasive writing along with traditional

multiple-choice questions. Teachers evaluate and score the work of their own students using common scoring guides, or rubrics.

Teachers will use the results to adjust their instruction to meet individual student needs. The Benchmarks will be available online through an Internet-based system. Memphis School of Excellence will report annually on all student achievement measures via quarterly School Report Cards.

The connection among Tennessee Content Standards, TCAP, and classroom instruction will be aligned through out the school year. Upon completion of a subject unit, students will be given an assessment tool to measure mastery of those specific objectives that were thought. For majority of the courses, teachers will develop tests for periodic administration to give students opportunity to demonstrate their knowledge and understanding. Teachers will maintain a checklist of Tennessee Content Standards that will updated periodically on each students regarding mastery of specific objectives corresponding to Performance Indicator of the topic:. At the end of each school year, checklists will be compared to TCAP results to estimate effectiveness of classroom instruction. Objective of this comparison is to measure correlation between classroom instruction and Tennessee Content Standards,. High test scores will be an indication of an effective correlation between TCAP and classroom instruction.

At the end of each school year, student test scores from state mandated (Achievement Test (grades 6-8), the Writing Test, the Gateway Tests and the End of Course Tests), locally adopted (IBTS), and other tests will be plotted over time to see improvement in students' achievement. This will enable teachers and administrators to identify the educational strengths and needs of an individual's students and extent to which educational goals and performance standards are being met. Those objectives that are not being mastered will be an indication of an area that needs for improvement in instructional techniques.

Regular course grades will also be a program evaluation and effectiveness. Students who are failing in a particular subject area or course objectives will be tutored during after school hours or on the weekends until the subject is mastered.

In 8th and 9th grade, MSE will administer EXPLORE and develop individual intervention plans for students who are not on track to be successful.

In 10th grade, MSE will administer PLAN and develop individual intervention plans for students who are not on track to be successful. 10th grade students who could not meet the college readiness standards (Math-PLAN: 19/SAT 500; English PLAN: 15/ SAT: 500) must participate to this summer program. The aim of the summer program is not only to help students remediate the academic benchmarks, but also guide them with the college application process. Finally, student surveys will be used to collect information and suggestion for improving classroom instruction, overall school environment, and educational program.

End-of-course examinations will be given in English I, English II, English III, Algebra I, Geometry, Algebra II, U.S. History, Biology I, Chemistry and Physics. The results of these examinations will be factored into the student's grade at a percentage determined by the State Board of Education in accordance with T.C.A. §49-1-302 (2). Students who are entering 9th grade in 2010 ,the yearly grade will be calculated by counting the teacher assigned grades for the course 80% and counting the end-of-course test grade 20%. Starting with freshmen in 2011 and thereafter end-of-course test grades will weight 25%.

Higher Education Connections

The connection between MSE and institutions of higher education listed below;

- MSE will be a college-prep charter school. Every opportunity will be used to convey the message out to students and parents. In middle school and high school, students will take a Career Education class. The purpose of this course is to enable students to apply the knowledge and skills needed to design personal plans for achieving their goals in college and after college. The course attempts to give general information about career theories, opportunities, and instill in the student college awareness through preparing him/her for the senior year in high school.
- During teacher in-services, college professors will be invited to train our teachers. They expose the faculty to original ideas and updates in 6-12 education.
- Researchers and doctoral students at the University of Memphis and other local colleges will supervise our students on their science fair projects. Students will take trips to college campuses and use the library, computer center, and science labs.

- With seminars, career fairs, individual and group counseling, students will demonstrate awareness of careers and terminology regarding colleges, financial aid, etc. and become familiar with application and financial aid forms.
- The high academic and behavior expectations, challenging promotion standards, and graduation plans the students are required to follow create a college culture. All students will be expected to graduate on regular or scholar diploma. Students are awarded for their accomplishments, highly regarded for being in honor roll, and encouraged to participate in academic competitions.
- Students will have an opportunity take AP classes starting in 9th grade. Some of the AP classes that will be offered are AP Spanish, AP Calculus AB, AP Calculus BC, AP Statistics, AP World History, AP Human Geography, AP US History, AP Biology, AP Chemistry, AP Physics, AP English Language, AP English Literature, AP Computer Science A, and AP Environmental Science.
- Students will be able to take dual credit courses at local community colleges or 4-year colleges. The class load of a high school student will not exceed two dual credit courses per semester (fall, spring, and summer). However, under special circumstances that indicate a student with exceptional academic abilities is capable of additional college-level work, the academic dean may grant exceptions to this requirement. There is no limit on the hours of college credits a student will earn. Some students may earn up to 36 hours of college credit with a combination of AP, dual credit, and tech prep courses.
- Every student will be required to present a major research project in their high school years. The project will be in one of the following areas; Mathematics, Computer Science, Physics, Biology, Chemistry, Biochemistry, Botany, Zoology, Engineering, Environmental Science, Earth Science, or Behavioral Sciences including Psychology, Statistics, and Education.

Students will be expected to set up an experimental design, follow scientific research guidelines and use technology to create their product. The product could be a PowerPoint presentation, a video, or an animation that explains the student's work. During the defense of the project, 2 judges will ask questions and score the presentation. Members of the judging committee will be professors, doctoral students, engineers, doctors, researchers, technology specialists, and teachers at other high schools.

Award Program

The student recognition program is a very important aspect of school life. Students in all grades are recognized at the end of each grading period for accomplishments in attendance, academics, and responsibility. The awards are presented in each homeroom class at the end of each semester. At the end of the school year, school also holds annual Awards Day ceremonies with recognition for year-long accomplishments. Other types of awards are rewarded for each subject due to the teachers' policies. These might be homework pass, candy, gift card, coupon, trophy, medal etc. However, attendance, academics and responsibility are important components for at-risk students and they are awarded based on the following criteria:

Attendance: School targets to reach the maximum attendance limits. In order to promote the importance of attendance, students who attended over 95% of the semester period will be awarded. Students with 100% attendance rate will receive special awards. This award will help the school improve the level of attendance.

Academics: Students who get all A's in courses will be awarded with special awards in each semester. Students with As and Bs will be awarded as well as students with all Bs. This will help students gain encouragement and appreciation in their education.

Responsibility: Students accomplished exemplary course projects in science, math, reading etc. will be awarded to special awards at the end of each semesters. The name of the awards will be designed by the school principal's proposal to governing board. The award decision approved by the board will be presented to students of each grade level.

Parent Visitations by Homeroom Teachers

Communication is absolutely essential for success in any human endeavor. The administrators and staff will recognize this and will strive to facilitate open and frequent communications with parents at all times. In addition to the report cards and conferences, student work will be sent home along with a progress report from student's teacher in a communication folder. The parent/guardian will be asked to sign and return the information the following day. This information will be sent home weekly.

It is imperative that parents speak with the child's teacher first for classroom issues. It is the desire of the administrators and the faculty to be of service to both parent and student, and every teacher

welcomes a conference with any parent. At no time is it appropriate for a teacher to meet with parents while students are present, including the arrival time of the student. Therefore, conferences need to be scheduled ahead of time, so the teacher and/or administrator will be available to meet with the parents.

Parents are welcome to visit and observe our classes. However, for sound educational planning, school requests that a visitation appointment be made by calling the school office at least one day prior to the planned visit. Weekly newsletters and/or notices will be sent home with students to be signed by parents. Some notices will be published at school's web site. It is the parents' responsibility to stay informed. If parents don't have access to the internet, a copy of the same information will be made available at the school's lobby.

School visitors, including parents are not permitted to go to their child's classroom unannounced during school hours because this disrupts normal routine and instruction. For the safety and protection of all students, visitors (including parents) must present a valid Tennessee Drivers License which will be processed through the front desk service. Parents must also sign-in and -out, state why they are visiting, and what the purposes of the visit are, and obtain a pass before proceeding to a classroom. Cooperation will enable the school to provide a safe and orderly learning environment for all students.

In order to solidify the communication among parents, student and teacher, homeroom teachers will schedule a home visit to student's parent/guardian at least once a semester. Teacher will give a little briefing about the school, students' classroom and student's performance in classroom. If there is any specific question raised by the parent/guardian teacher will try to answer or invite them to school further follow-up.

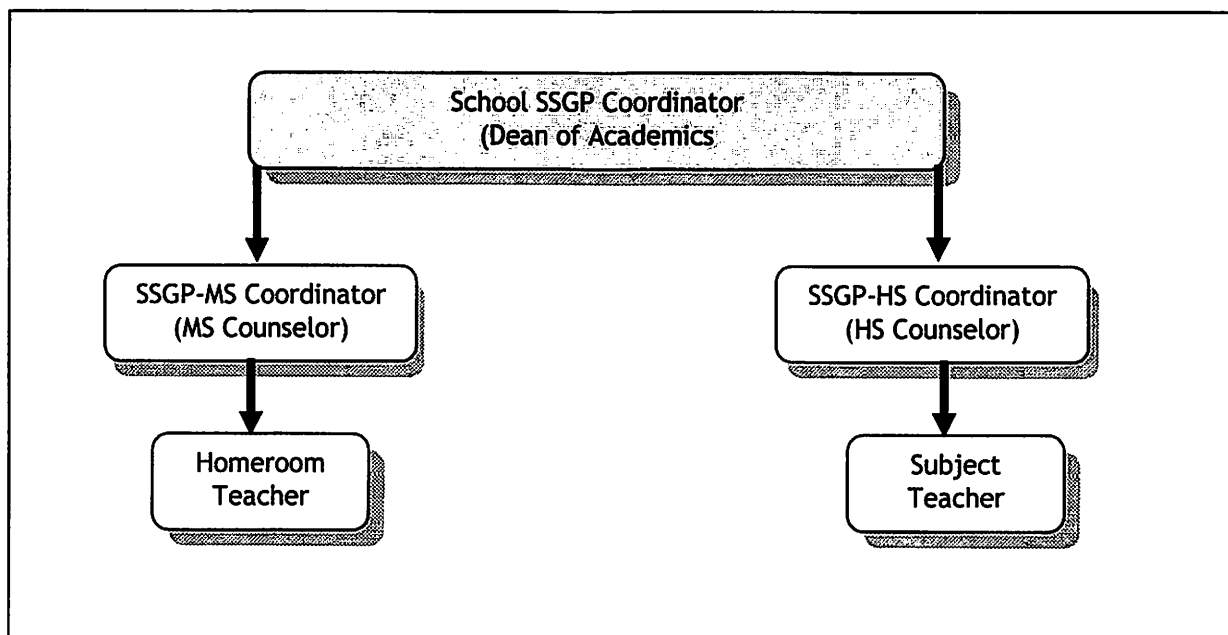
Student's performance in all curricular areas, school activities and attendance and academic progress will be discussed with the parent. Feedback about student, teachers and school received from the parent will be reported to school's principal for the success of student and continues improvement of the school.

Student Support and Guidance Program (MSE-SSGP) Model

MSE-SSGP is an in-school academic and social support program for grades 6-12 grades designed to continually assess students' engagement through close monitoring of students' performance and

progress indicators including attendance, behavioral incidents, course grades, state and standardized test results, and earned credits. Students at all levels are assisted by staff to solve problems that can potentially interfere with their doing well in school. The program focuses on drop-out prevention that provides academic assistance, guidance, counseling, and community outreach services to at-risk children. The program provides support services for students that enable them to appreciate learning, stay in school, and improve their academic performance. MSE-SSGP is composed of two stages, diagnostic & intervention. The purpose of diagnostic is to systematically assess the extent to which students are engaged in school or, conversely, are exhibiting signs of school withdrawal as well as the intervention stage is to respond on a regular basis to students' educational needs according to their type and level of risk for disengagement from school.

MSE-SSGP involves school faculty and staff member who will be providing individualized attention to students in partnership with families and the community. MSE-SSGP is implemented under the supervision of School SSGP Coordinator designated by the school principal. The structure of the program is as follows.



Parent Participation Program (MSE-PPP)

Parental involvement is recognized as a crucial factor in school success. MSE will be most appropriate for parental involvement due to its educational program and small size, and individual attention. Each classroom and homeroom teacher will mentor a number of students, monitor their

progress in each subject matter, and contact their parents regularly. This will be a unique way of increasing parental awareness and involvement with school activities and their children's education. To establish more organized parental involvement and help parents enhance their children's learning at home, MSE will initiate Parent Participation Program which is composed of series of parent seminars.

Parents Seminars will be organized to assist parents in understanding, living with, and educating their children. Through parent seminars, parents will be educated on:

- Increasing understanding of parents to become a more supportive, encouraging and effective parent
- Increasing awareness to specific factors affecting their school experience;
- How to monitor academic progress, attitude, and social adjustment, and provide opportunities for teachers to outline for parents appropriate learning strategies to be implemented at home to reinforce classroom learning.
- How to spare time each evening to monitor nightly homework and to provide assistance and encouragement to their child as needed, and as directed by the classroom teacher.
- Encouragement, support, and strategies to be implemented at home to enhance their child's prospects for academic progress.
- Setting high expectations and motivation strategies.

In addition to parent seminars, parents will be recommended to do followings for an active involvement in their child's education.

- Ask parents to read to their children regularly or listen to the children read aloud.
- Lend books, workbooks, and other materials to parents.
- Ask parents to take their children to the public library. (Provide the necessary information about how to get there, how to get a library card, and so forth needed.)
- Ask parents to get their children to describe (in detail, daily) what they did in school.
- Give an assignment that requires children to ask their parents questions.
- Ask parents to watch a specific television program with their children and discuss it afterward.
- Suggest ways for parents to include their children in any of their own educationally enriching activities.
- Suggest games or group activities related to the children's schoolwork that can be played by either parent or child or by child and siblings.
- Suggest how parents can use home materials and activities to stimulate their children's interest in reading, math and other subjects.
- Establish a formal agreement whereby parents supervise and assist children in completing homework tasks.
- Establish a formal agreement by which parents provide rewards or penalties (or both) based on children's school performance and behavior.
- Give a questionnaire to parents, so that they can provide feedback about their children's progress.
- Explain certain techniques for teaching, making learning materials, or correcting mistakes appropriately.

- Ask parents to sign homework to ensure its completion.
- Ask parents to provide spelling practice, math drills, or other practice.

To avoid assignments being used as useless attachments to current duties, faculty will be assigned to work closely with parents using one-on-one settings and group activities. Working with parents in this way will be the responsibility of each faculty member. The School SSGP Coordinator will supervise these activities. The following actions will be taken to improve the effective communication and partnerships with parents:

- Publish a clear policy welcoming parental involvement, publicize it, and post it in the school buildings in an obvious place for all to see.
- Home visit by teachers will be a great tool for parents' education and building strong relation between student and teacher.
- Organize the staff, so that at least one person knows each student well- how he or she is doing in all subjects; whether he or she is making friends; whether he or she is anxious, afraid of failing, and so forth.
- Make sure that the school office is friendly and open and that parents are treated with respect and are not kept waiting.
- School's web page will be used effectively for constant communication. Parents will be able to have access to daily homework assignments, grades, attendance via school's secure web page.
- School will assign individual email account to its parents who need it.
- Sponsor parent-to-parent events, so that parents can get to know one another and develop common standards for their children's behavior and social life.
- Set up a parent room in the school building. Equip it with comfortable places to sit, a telephone, books about school age-children and what they need, and access to a copying machine.
- Provide in-person contact with parents whose primary language is not English, and be sure that translators are involved in all parent-teacher interaction as needed.

At MSE, we believe that involving more parents more often and more productively requires changing the major location of parent involvement from the school to the home, changing the major emphasis from general policies to specific skills, and changing the major target from the general population of students or school staff to the individual child at home as specified above.

Memphis School of Excellence will provide a real choice among education opportunities for students, parents, and teachers. The availability of choice is an important element in educational accountability that promotes higher standards throughout the system. The accountability that choice encourages will also help maintain strong public support for public education as a whole.

By meeting its objectives, Memphis School of Excellence will provide children with a positive educational and social experience in a structured, challenging, yet nurturing environment. It will be a community in which students, teachers, and parents are jointly aware of and committed to the mission and goals of the school.

After School Program (MSE-ASP)

Memphis School of Excellence will offer a quality after school program to its students, which will yield positive effect on academic success and social behavior of students. The goal of the program is to create a safe haven for students, keep students out of trouble/reducing risk behaviors, and improve academic performance by providing academic support, enriching experiences, social, cultural, and recreational activities.

The MSE-ASP will help participating students improve their scores in core subjects, in large because students will be able to focus their attention on areas where they have weaknesses. The MSE-ASP will also contribute to raising self-confidence of participating students, and help them develop better social skills and learn how to handle conflicts in more socially acceptable ways. The MSE-ASP will contribute to improving school attendance, increasing engagement in school, and reducing the dropout rate because, based on a research, students who spent even one to four hours a week in extracurricular activities were 60% less likely to have dropped out of school by 12th grade than their peers who did not participate.

Memphis School of Excellence will seek to increase community and parent involvement to improve the availability of the after-school program. Partnerships among schools, local governments, youth- and community-based organizations, social and health services, and businesses will result in a high-quality after school program at MSE.

The MSE-ASP will have four components as follows:

1. *Academic offerings:* Academic activities will include enrichment activities that are linked to the curriculum and that are provided by school teachers as course/homework assistance and tutoring in core subjects.
 - MSE Tutorial Program
 - Saturday Attendance Program
2. *Enrichment and accelerated learning:* Student will be exposed to visual and performing arts, character education, critical thinking skills, foreign languages, and technology. Examples include web-design club, flash club, and preparation for academic teams to

participate in local, statewide, national and international competitions such as Math Counts, American Mathematics Contest (AMC), International Science Olympiads, Science Fair, Geography Bee, Spelling Bee, Book club, creative writing, Digital Club- digital photography, digital video, and digital communication.

3. *Supervised recreation*: Organized sports and sports education such as basketball club, and soccer club, dance club, rock band, and role playing.
4. *Community service*: Some projects and activities associated with service-learning program will be carried out after school.

The MSE-ASP will reflect different types of learning and balance the three:

1. Extended learning from activities that are aligned to the regular school day, such as homework help and tutorial;
2. Enriched learning that is project-based, more hands-on and experiential than regular classroom, such as service-learning, and will be aligned with school curricula;
3. Intentional learning, which includes all nonacademic activities that foster social and other nonacademic types of skills, like through sports.

The School SSGP Coordinator will ensure that the after-school program provides high quality services that meet the needs of program staff, students and families. MSE will utilize its partnerships with schools, local governments, youth- and community-based organizations, social and health services, and businesses to find skilled and qualified volunteers that are experienced in working with school-age children, and provide professional development for staff to sustain a quality program. The School SSGP Coordinator will also design effective evaluations in ways that incorporate multiple measures of success that reflect program goals. Continuous monitoring and shared understanding of program goals will help staff maintain their focus, improve effectiveness and accountability, ensure parent and participant satisfaction, and identify necessary changes.

Tutorial Program

Memphis School of Excellence will implement a tutorial program, called MSE Tutorial Program, to its students who have demonstrated a need for extra help to pass state tests and courses in English/Language Arts, Math, and Science in all grade levels. The main goal of the program is the academic improvement that will yield positive outcomes in reducing dropout rates.

Tutorial will be offered to students both afterschool and Saturdays. Students who identified for placement in afterschool tutorial will be required to attend; where Saturday Tutorial is invitational-

based. MSE Tutorial program will be offered free of charge to students to increase students attendance.

MSE Tutorial Program aims to achieve the followings.

- Increases students' mastery of academic skills
- Improves students' self-esteem and self-confidence
- Improves students' attitudes toward school: reduces dropout rates, trancies, and tardiness
- Help students break down social barriers and creates new friendships

Students enrolled for the tutorial program will receive;

- Individual instruction—lessons are tailored to individual students' learning styles and levels of understanding
- Instruction free of competition—students progress at their own pace
- Private instruction, apart from whole class instruction
- Increased praise, feedback, and encouragement over what they might receive from one teacher
- Closer monitoring (from the teacher and tutor) that maximizes time on task
- Skills demonstrated instead of just verbalized

School, students, families, and community dynamics will all contribute to the success of the program. The program will be facilitated by the School SSGP Coordinator and mainly carried out by school staff members, but not limited to, and involve parents and community members that will deliver after-school instruction to students in case of lack of teachers who will be offering tutorials. All local resources including community colleges, universities and learning centers will be utilized to find and recruit volunteer tutors. The School SSGP Coordinator will recruit volunteer tutors, giving the priority to the candidates who are competent in the subject they will be tutorial and demonstrate willingness, patience, dedication, assertiveness, and the ability to lead and instruct.

All personnel who will be offering tutorials, including school teachers and tutors from outside recourses, will be provided with training by the School SSGP Coordinator. The training sessions will include the following steps;

- Tutors will be given an overview of the program structure, procedures, and goals.
- Familiarize the tutorial personnel with the curriculum.
- Assess tutors' skills and comprehension before assigning them to students to ensure that tutors have mastered the material enough to effectively teach it.
- Give tutors background information about their tutees in a way that students' privacy is protected, by not disclosing unnecessary personal information.
- Model instructional techniques you would like tutors to implement, emphasizing interpersonal, management, and content skills.

- Teach tutors to recognize the appropriate time to demonstrate skills to tutees, and the right time to provide tutees with feedback
- Ensure tutors are able to recognize areas where their tutees need extra help.
- Ensure tutors are trained in a specific error correction procedure. It should be quick, simple, consistently applied, and non-stressful for both tutor and tutee.
- Train tutors to keep accurate records, as this is used in the assessment of the tutee and the evaluation of the program overall.
- Provide tutors with ongoing monitoring and supervision throughout the course of their Tutorial experience.
- Make sure tutors know who to talk to when they have any questions or concerns.

Saturday Attendance Program (SAP)

Reducing drop-out rates and increasing student attendance among at-risk students in 6 thru 12 educations are very important and successful programs emphasize creating meaningful bonds between students and teachers, connecting students to an attainable future, giving students opportunities to work while in school, providing academic assistance, and giving students some roles in the school.

Memphis School of Excellence will implement the successful best practices of SAP program. The SAP will be a free program which gives students increased academic support. MSE teachers and principal may refer students to the Saturday School for minor disciplinary reasons, for example: tardiness, truancy, coming to class without the necessary materials, weak scores, and failing to participate in instructional activities.

Parents may also bring their children for homework assistance. Participation in the Saturday School Program is not mandatory. But, students might receive bonus.

The goals of the program:

- To increase academic achievement
- To provide homework assistance
- To improve attendance
- To provide parent involvement
- To provide test, homework, and TCAP support

All student participants will be expected to bring the necessary study materials, such as paper, pencils, or pens, textbooks, etc. Students must be able to tell the teachers and tutors what assignments they will work on while at the Saturday School Program.

Transportation is not provided by the school since student participation in this program is voluntary. Parents must provide transportation to and from the school. All students will be

allowed to enter the building at 8 a.m. and must clear the building by 12:00 p.m. All students and parents must be picked up on time. Failure to pick up students on time may result in exclusion from future participation.

SAP Rules are given below:

- Student participants must bring their referrals or be accompanied by parents with valid identification.
- All students must sign in upon arrival to receive credit for attendance.
- Students are allowed to talk only to the teacher, tutor, or monitor while in class.
- Normal school rules will apply. All provisions of the Student Code of Conduct are applicable in the SAP.
- Student participants may not bring their children, siblings, relatives, friends, or pets to the program.
- Loitering in the halls and/or restrooms will not be permitted.
- When students complete their assignments or study periods, they must leave the building after signing out.

Middle School Counseling Program

Middle school is an exciting, yet challenging time for students, their parents and teachers.

During this passage from childhood to adolescence, middle school students are characterized by a need to explore a variety of interests, connecting their learning in the classroom to its practical application in life and work; high levels of activity coupled with frequent fatigue due to rapid growth; a search for their own unique identity as they begin turning more frequently to peers rather than parents for ideas and affirmation; extreme sensitivity to the comments from others; and heavy reliance on friends to provide comfort, understanding and approval

The middle school counselor will serve as SSGP-MS Coordinator, and provide proactive leadership that engages all stakeholders in the delivery of programs and services to help students achieve success in school.

Middle school counselor will implement the counseling program by providing:

1. School Guidance Curriculum
 - a. Academic skills support
 - b. Organizational, study and test-taking skills
 - c. Education in understanding self and others
 - d. Coping strategies
 - e. Peer relationships and effective social skills
 - f. Communication, problem-solving, decision-making and conflict resolution
 - g. Career awareness, exploration and planning
 - h. Substance abuse education

- i. Multicultural/diversity awareness
- 2. Individual Student Planning
 - a. Goal-setting/decision- making
 - b. Academic planning
 - c. Career planning
 - d. Education in understanding of self, including strengths and weaknesses
 - e. Transition planning
- 3. Responsive Services
 - a. Individual and small group counseling
 - b. Individual/family/school crisis intervention
 - c. Peer facilitation
 - d. Consultation/collaboration
 - e. Referrals

Middle school counselor will collaborate with the homeroom teachers in:

- a. Career portfolio development
- b. Assistance with students' academic plans
- c. Classroom guidance activities on study skills, career development, etc.
- d. Academic support and learning style assessment
- e. Classroom career speakers
- f. Interventions for at-risk students to enhance success
- g. Parent communication/education

Middle school counselor will play an important role in planning, developing and organizing parent information nights, academic planning programs, parent and family education, one-on-one parent conferencing, assessment results interpretation, resource referrals, and college/career exploration.

Why Counseling in Middle School

Middle school students are characterized by rapid physical growth, curiosity about their world and an emerging self-identity. Through MSE-MS Counseling Program, middle school counselor work as a team member with school staff, parents and the community to create a caring, supportive climate and atmosphere whereby young adolescents can achieve academic success. Middle school counselor will enhance the learning process and promote academic achievement. The MSE-MS Counseling Program will help students to achieve optimal personal growth, acquire positive social skills and values, set appropriate career goals and realize full academic potential to become productive, contributing members of the world community. The counselor will participate in on-going professional development to stay current with education reform and challenges facing today's students.

MSE-HS Counseling Program

High school is the final transition into adulthood and the world of work as students begin separating from parents and exploring and defining their independence. Students are deciding who they are, what they do well, and what they will do when they graduate. During these adolescent years, students are evaluating their strengths, skills and abilities. The biggest influence is their peer group. They are searching for a place to belong and rely on peer acceptance and feedback. They face increased pressures regarding risk behaviors involving sex, alcohol and drugs while exploring the boundaries of more acceptable behavior and mature, meaningful relationships. They need guidance in making concrete and compounded decisions. They must deal with academic pressures as they face high-stakes testing, the challenges of college admissions, the scholarship and financial aid application process and entrance into a competitive job market.

Secondary School Counselors Implement the Counseling Program by Providing:

- 1) Classroom Guidance
 - a) Academic skills support
 - b) Organizational, study and test-taking skills
 - c) Post-secondary planning and application process
 - d) Career planning
 - e) Education in understanding self and others
 - f) Coping strategies
 - g) Peer relationships and effective social skills
 - h) Communication, problem-solving, decision-making, conflict resolution and study skills
 - i) Career awareness and the world of work
 - j) Substance abuse education
 - k) Multicultural/diversity awareness
2. Individual Student Planning
 - a) Goal Setting
 - b) Academic Plans
 - c) Problem Solving
 - d) Education in understanding of self, including strengths and weaknesses
 - e) Career plans
 - f) Transition plans

High school counselor will also carry out responsive services such as Individual and small-group counseling, individual/family/school crisis intervention, peer facilitation, consultation, collaboration, and referrals. High school counselor will be in cooperation with teachers to provide the following services;

- 1) Portfolio development, providing recommendations, and assisting students with the post-secondary application process
- 2) Classroom guidance lessons on post-secondary planning, study skills, career development, etc.
- 3) School-to-work transition programs

- 4) Academic support, learning style assessment and education to help students succeed academically
- 5) Classroom speakers
- 6) Implementation of interventions to enhance students' success

Why Counseling in High School

High school years are full of growth, promise, excitement, frustration, disappointment and hope. It is the time when students begin to discover what the future holds for them. High school counselors enhance the learning process and promote academic achievement. MSE-HS Counseling Program will help students to achieve optimal personal growth, acquire positive social skills and values, set appropriate career goals and realize full academic potential to become productive, contributing members of the world community. The counselor will attend on-going professional development to stay current with educational reform and challenges facing today's students.

Professional Development

MSE Counselors and SSGP Coordinators will attend professional development to enhance students' education, and to stay current with educational reform and challenges facing today's students. Professional development will include but not limited to national conferences, state conferences, and site-based trainings provided by American School Counselor Association, The Tennessee School Counselor Association.

Student Goals

Memphis School of Excellence is committed to creating a safe, enriched and challenging educational environment, which supports and promotes the intellectual, social, emotional and physical growth and development of each child. Staff, students and parents will work together, and share the responsibility of creating an optimum educational environment that responds to student and community needs. At Memphis School of Excellence students' unique abilities and talents will be valued and nurtured.

In addition to the indicators set by the state accountability rating system, Memphis School of Excellence expects its students to achieve the goals given in the tables below. Individual student progress shall be monitored by the classroom teacher, the principal of MSE, and the students. The school shall demonstrate student improvement on standardized tests and compare favorably with

schools having similar student populations. The following tables indicate the student goals and strategies and describe how the progress will be measured relative to each student goal.

GOAL-1: READING

Student Goals: Student proficiency and achievement in reading will grow academically. 85% of students will increase their TCAP reading scores or national percentile in below mentioned standardized tests after two years of enrollment in MSE.

Strategies	Performance Measure/Structure	Assessment Tools / Progress & Results
1- At the beginning of the school year, students will be given standard tests (e.g. STAR Reading test, STAR Early Literacy Test, and ITBS). These data will help teachers and administrators to adjust the instructional level, and arrange appropriate supportive programs for students at risk.	Based on the data gathered from the tests given at the beginning, each student's individual Reading Achievement Goals will be determined by a group of trained ELA teachers. These tests will be given throughout the year to monitor the progress. Each individual student's growth will be carefully watched. At risk students will be easily detected and provided extra help (after school tutorials, Saturday programs) in order to catch up their peers.	ITBS, STAR Reading test, STAR Early Literacy Test, School assessments, TCAP.
2-Teachers will develop individual instructional plans for all students who require remediation or enrichment.	Students who need individual instructional plans will be identified with ITBS, STAR Reading and STAR Early Literacy tests. STAR Reading and STAR Early Literacy tests will be given every month throughout the year to see if these students are responding to their individual instructional plans.	NWEA Assessment, STAR Reading test, STAR Early Literacy Test.
3-Teachers will instruct all students at instructional reading levels.	STAR Reading test results indicate each student instructional reading levels. From time to time, students at the same instructional level can be taught in small group settings.	Dean of academics and ELA department chair will make regular weekly class walk-ins to observe ELA teachers. ELA department chair should also make sure that all ELA teachers have access to test results and know how to form and instruct students in small groups.
4- Accelerated Reader: AR (Renaissance Learning) program will be implemented in school's reading curriculum in order to get students excited about	Students, parents, teachers, and administrators will have access to HomeConnect website where everybody can monitor student's reading progress online.	ELA teachers will set individual goals for each student (initially based on STAR Reading Test results). School administrators and department chairs will monitor the success of the program.

reading.		
5- Students will have at least 30 min daily independent reading time during school hours.	Each student will have individual achievement goals. The progress of students will be monitored and encouraged closely by school administrators and ELA teachers.	Classroom logs of family/at home reading time will be used along with AR test results.
6-Expose all students to a wide variety of literary genres.	Book drives, and fund raising programs will be organized to enhance the school library.	First year, the goal is to have minimum 3000 books in the school library.
7-Specially trained teachers will employ strategies in reading to meet the needs of individual learners.	ELA Department Chair and the school administrators will plan each teacher's personal development based on class observations and students test results.	Teachers will be required to participate 60 hours of professional development every year. School administrators will keep track of each teacher's professional development program and consult with department chairs on the effectiveness of the program.
9-Family at home reading will be encouraged.	Parents will be invited to school for informative meetings. Parents will be informed on STAR Reading, STAR Early Literacy, Accelerated Reader, HomeConnect (website where parents can have access to their kid's test results), AR Book Find (website where parents find appropriate books for their kids). Parents will be encouraged to meet with their kids ELA teachers to discuss test results. Parents will also be informed on how to establish a good reading environment at home.	Teachers will be required to keep track of parent meetings. During weekly department meetings. Teachers will be asked if they have contacted with the parents of struggling students.
10-A school-wide celebration of reading will occur.	A good school-wide reading incentive program is essential.	Principal and PTO will raise money to have good sustainable incentive program that will last for the entire year. After every grading period, students who reached their individual goals will be recognized.

GOAL-2: WRITING

Student Goals: Student proficiency and achievement in written language will improve. 85% of students will increase their TCAP writing scores after two years of enrollment in MSE.

Strategies	Performance Measure	Assessment Tools / Progress & Results
1-Complete Test item analysis to determine program strengths and areas of concern.	Based on the data gathered from both test (State and Benchmark Tests) the writing curriculum improvement plans will be determined by a group of trained ELA teachers.	TCAP Writing assesment , School assessments, Monthly School wide Mock Tests school, writing assignments.
2-Students will practice writing daily.	Maintain student-writing portfolios.	Portfolios.
3-Special trained teachers will employ differentiation strategies in writing across all curriculum areas to meet the needs of individual learners, including G/T, Special Education, and Dyslexic.	Essays, exams, portfolios, exhibitions, and oral examinations.	Differentiating the education is a key to succeed. In order to check if each student reaches his/her potential, ELA teachers and dean of academics will meet regularly to go over each student's progress.
4-Teachers will demonstrate and model examples of good writing across grade levels.	Varied writing assignments, portfolios, exhibition, and standardized tests	Varied writing assignments, portfolios, exhibition, and standardized tests
5-Teachers will use targeted writing skills across grade levels.		
6- Writing will be integrated into other curricular areas.	ELA teachers will work with Science and social studies teachers on certain assignments such as Science Fair Projects, Research Paper assignments, power point presentations of certain topics.	Dean of academics and department chairs of ELA, science, and social studies will plan this collaboration and work on the implementation throughout the year. Every semester the activities will be reported to principal. At the end of the first year, based on the experiences of the first year, a new plan will be developed.

GOAL-3: MATHEMATICS

Student Goals: Students will demonstrate proficiency in Math. 85% of students will increase their TCAP mathematics scores or national percentile in below mentioned standardized tests after two years of enrollment in MSE.

Strategies	Performance Measure	Assessment Tools / Progress & Results
1- At the beginning of the school year, students will take standardized tests (ITBS and STAR Mathematics Test). Test data will help teachers and administrators to adjust the instructional level, and arrange appropriate supportive programs for students at risk.	Star Math tests will be given throughout the year to monitor the progress. Each individual student's growth will be carefully watched. At risk students will be easily detected and provided extra help (after school tutorials, Saturday programs) in order to catch up their peers.	The results of first year results of various tests (TCAP, School assessments, Monthly School wide Mock Tests school, End of Course Algebra1, Geometry, Algebra 2, Mathcounts, AMC, STAR Math) results will be used as baseline data to determine an improvement plan for each grade level for the following years.
2-Every grade level will increase the use of math manipulative.	Teachers will be trained on how to use math manipulative.	Math department chair will monitor the usage of math manipulative.
3-Students will complete daily problem solving activities in the grade levels.	Performance on daily practice activities. Accelerated Math Program will be used daily to monitor students' progress.	By using the online reporting features of Accelerated Reader, administrators and department chairs will monitor grade level progress.
3-Specially trained teachers will employ strategies in math to meet the needs of individual learners, including BE, G/T, and Special Education.	Essays, exams, standardized tests, portfolios, exhibitions, lab practical and oral examinations. Different libraries of Accelerated Math will be used to address the needs of different groups of students, such as special education, G/T, etc.	Differentiating the education is a key to succeed. In order to check if each student reaches his/her potential, math department chair and dean of academics will meet regularly to go over each student's progress monitoring report. This feature of Accelerated Math will give clear picture if each student is challenged according to his/her capacity, or not.
5-Develop site-based pre and posttests for math skills at each grade level.	Accelerated math provides great tools to give pre and post tests (diagnostic tests and regular tests). This way instruction can focus on the concepts that are missed by the majority of the students. Others can be delivered in small group instructions while other students are working on their practice problems.	Accelerated Math enables school administrators, parents, and students to reach learned objectives data with just a few clicks. This way, anybody within the system can see the progress, or identify any problem.

6-Start a Math Olympics team after school program.	GT students will have a good opportunity to get in-depth math instructions during after school math Olympiad classes.	Math department chair will try to communicate with neighborhood schools to have small mathcounts competitions among these schools before participating regional ones.
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GOAL-4: SCIENCE

Student Goals: Students will demonstrate proficiency in science. 85% of students will increase their TCAP science scores or national percentile in national standardized tests after two years of enrollment in MSE.

Strategies	Performance Measure	Progress & Results
1-Teachers will increase the number of hands-on activities and investigate labs at every grade level.	Teachers will keep a copy of graded lab reports and activity hand-outs in their portfolios as a proof of students' work. They will share their experiences with other science teachers during weekly department meetings.	Science department chair and dean of academics will check the teacher portfolios at the end of each grading period. Teachers will be encouraged to increase the number of hands-on activities.
2-Implement technological applications as appropriate. Vernier (electronic measuring interfaces/sensors) Elementary Science Lab program will be used along with traditional methods.	Teachers will keep a copy of graded lab reports and activity hand-outs in their portfolios as a proof of students' work. They will share their experiences with other science teachers during weekly department meetings.	Science department chair and dean of academics will evaluate the portfolios and talk with the teachers to determine if professional developments are needed to implement more technological applications.
3-Teachers will implement activities and provide resources to meet the individual needs of all students, including LEP, G/T, and Special Education.	Cooperative learning techniques will be used to address the needs of different individuals. Each student in a team will have certain responsibilities and the roles will be switched after each activity, including LEP, G/T, and Special Education.	During weekly department meetings, science teachers will share their experiences and get feedbacks from department chair. New cooperative learning techniques will be introduced by the department chair throughout the year.
4-Staff will continue to develop technical skills through in-service, training, classes, and mentors.	Continuous training is essential part of implementing the science program.	Principal and dean of academics will monitor the progress of staff and make some changes/improvements on the development plan as needed.

5- Students will utilize classroom, lab, and library technology as appropriate to the learning activities.	Science teachers will work with ELA teachers and social studies teachers on certain assignments such as Science Fair Projects, Research Paper assignments, power point presentations of certain historical achievements in history of science.	Dean of academics and department chairs of ELA, science, and social studies will plan this collaboration and work on the implementation throughout the year. Every semester the activities will be reported to principal. At the end of the first year, based on the experiences of the first year, a new plan will be developed.
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GOAL-5: TECHNOLOGY

Student Goals: Students will use technology as an integrated tool in learning and teaching

Strategies	Performance Measure/Structure	Progress & Results
1- Students will utilize classroom, lab, and library technology as appropriate to the learning activities.	Check list of classroom software use. Pre/Post keyboarding assessment in grades 6. Teachers will work on a platform that will hold digital portfolio of students. The rubrics and details will be discussed with other department chairs as well.	First year of school operation, dean of academics will make sure that department chairs will discuss and work on digital portfolio project throughout the year. Second year teachers will start to use the system for their work, and third year, 6th graders will start to use a simple system that was developed by the school to post their projects.
2- Starting in grade 6 all students will present a project/topic to their class by use of PowerPoint type presentation at least in one subject. 3- Starting in grade 8, all students will be competent the set of technical and computer skills identified below: -able to prepare documents in all Office type programs (Word processor, Excel spreadsheet, PowerPoint multi medium slide show or Publisher advanced text compositions). -able to prepare a webpage of their own design. -able to set up a multimedia projector with PC and operate it.	Portfolio, Presentation	

<p>4- Staff will continue to develop technical skills through in-service, training, classes, and mentors.</p> <p>5- Staff will utilize school technology.</p> <p>6- Staff will investigate to inform and facilitate discussion surrounding the issue of computer lab vs. classroom technology.</p>	<p>Classroom documentation of usage.</p> <p>At the beginning of the school year, one full day and two half days will be spent on training of staff on database, technology and software that school will utilize.</p>	<p>Training of staff will continue throughout the year. Principal will meet with technology specialist once a month and based on the feedbacks and observations made during staff meetings, class visits and walk-ins, new trainings will be planned as needed.</p>
<p>7- Purchase and utilize needed software, hardware, and technology tools.</p>	<p>As need arises, new software, hardware, and technology tools might be purchased. This will bring a new cycle of training and implementation and integration cycle.</p>	<p>Principal along with other staff members, will evaluate the effectiveness of the purchased programs and technology tools, and then decide if they will be used for another year. If yes, they will discuss how to improve implementation and integration of the technology product to school environment.</p>
<p>8- Support and encourage after school parent and student computer use.</p> <p>9- Assign a staff member/parent volunteer to monitor the computer lab.</p>	<p>Computer lab(s) will be used in the most effective way. To do this, a lab will be accessible before school, during lunch, and after school to both students and parents.</p> <p>During normal school day, teachers will have access to computer lab(s) at least once every other week for each of their classes. This way, if they need to use the computer lab to use either internet or other programs, they can go, if not stay in their classrooms.</p>	<p>After the second grading period, dean of academics will prepare a report on the usage of computer lab(s) and multimedia room. During staff meeting, principal and teachers will discuss to find more efficient/effective use of these rooms.</p>

GOAL-6: CITIZENSHIP

Student Goals: The school will provide an exemplary academic program while instilling strong character education built upon respect and responsibility, including violence and drug prevention strategies.

Strategies	Structure	Progress & Results
<p>1-Counselor will provide weekly lessons and morning announcements to all students.</p>	<p>narratives, notebook</p>	<p>Logs will be recorded. Results will be discussed at the end of each semester.</p>

2-Students will develop leadership skills through character education and Student Council.		Logs will be recorded. Results will be discussed at the end of each semester.
3-Counselor and Character Education program will promote responsible behavior including violence and drug prevention.	All discipline data will be recorded in school's database and will be available to the parents online.	Discipline data will be analyzed at the end of each semester.
4-Diversity Club will promote cultural awareness by highlighting various cultures in the community.	Volunteer hours	
5-Students will participate in community service projects via Club activities.		
6- The principal will plan avenues for effective communication among parents, staff and administration.	Home visits will be conducted to establish effective parent-school relationships. Parent-Teacher Organization will be established. Surveys will be administered to evaluate parent-school relationships.	Results (home visit number etc...) will be collected and analyzed at the end of each semester
7- A strong parent council will work toward activities and projects that enhance the educational programs and school climate.		

GOAL-7: ATTENDANCE

Student Goals: Student's attendance rate will be increased gradually over the first five years.

Strategies	Performance Measure
1-Maintain current monitoring of attendance by staff.	Daily recording and Informing parents monthly and immediately if student is not attending regularly
2-Maintain current recognition of attendance and current incentives.	
3-Teachers will conference with parents.	

Professional Development

Memphis School of Excellence administration team believes that professional development opportunities provide teachers the skills to enhance student learning. Thus the administration along with the sponsoring institution, Read Foundation will make every effort to provide best possible professional developments opportunities for teachers and administrators. Professional development will be essential in core subject areas and will be emphasized throughout the school year. The school administration will bring colleagues, mentors, and outside experts to the school to provide up to date and research based applications. Faculty and staff will also be encouraged to participate

in local professional development workshop as well as national workshops. Technical assistance will be sought from the universities, and professional consultants. Teachers and administrators will be encouraged to attend state conferences and local educational agency sponsored staff development workshops. Every year, all faculty members and administrators are required to attend designated professional developments workshops and seminars (at least 18 hours) hosted by the school and the regional educational service center. At least one teacher (generally the department chair) will be required to attend a workshop on the state curriculum in four core areas (Mathematics, Science, English LA, and Social Studies). They then will share the information they obtained with other colleagues in department meetings.

Memphis School of Excellence Mentoring Program

MSE Mentoring Program will be an ongoing professional development activity. The overall focus of the program is to provide individualized assistance to teachers (entry-year teachers and experienced teachers having serious difficulty in the classroom) and create a positive ongoing professional development atmosphere where everybody can learn from each other.

MSE Mentoring Program is a modified version of the Peer Assistance and Review (PAR) program. The PAR program is a research based program and commonly used many states including Texas and Ohio. The components of the program offer a useful professional development program model and also serve as an effective evaluation tool to assess teacher performance.

Implementation

1. Formation of teams: Each team consists of one consulting teacher (Mentor Teacher) and one regular teacher. Minimum Qualifications for a consulting teacher are;
 - Two years of outstanding teaching service;
 - Proven outstanding classroom teaching ability;
 - Proven talent in written and oral communications;
 - Proven ability to work cooperatively and effectively with other professional staff members;
 - Extensive knowledge of a variety of classroom management and instructional techniques.
- 2- Training Consulting Teachers: The three-day workshop is intended to prepare the consulting teacher for his or her new role as a mentor. The workshop focuses on the organizational, technical, and affective knowledge and skills of mentoring. Since not all of the demands of serving as a consulting teacher can be addressed in a three day workshop, it is important that on-going and regularly scheduled seminars be conducted. These seminars should reflect the current needs and concerns of the consulting teachers.
- 3- Preparation Time Line for Class Visits: Consulting teachers are supposed to conduct monthly;
 - Conference with the assigned teacher.

- Observation, evaluation, and feedback to the teacher.
 - Monitor progress toward goals.
 - Professional development through observation of other consulting teacher/teacher teams.
 - Communicate with the principal.
- 4- Regular Teacher Orientation: Each regular teacher receives an orientation folder and a local education association handbook. Agenda items for teacher orientation program include the following:
- Introductions
 - MSE Mentoring Program description.
 - Background information sheet filled out by the teacher
 - Observation and conference forms
 - Professional growth opportunities
 - Specific information on the first workshop opportunity for new teachers
 - Organizing for the first day of school
 - How to prepare a student centered classroom, setting the tone
 - Ideas for structuring lesson plans
 - Management plan and creating a discipline plan before school begins
 - Advice for the first week: over prepared, flexible, consistent, respectful
 - Discussion of teacher presence
 - Lesson pacing
 - Staff as a resource
 - Lists of first day ideas, a checklist of first day musts
 - Conveying teacher expectations
 - Preparing a substitute folder
 - Parent communication

New teachers are given the opportunity to ask questions about any topic related to the program, the beginning of school, resources and the like.

- 5- Teacher Professional Development: The overall focus of the MSE Mentoring Program is to provide individualized assistance to teachers (entry-year teachers and experienced teachers having serious difficulty in the classroom) and create a positive on going professional development atmosphere where everybody can learn from each other. Therefore, the focus of the teacher's professional development is based upon teachers' specific needs in their classroom environment. Teacher is not in a passive position in the group. He/She takes active roles in decision making process. Teacher and the consulting teacher discuss and pick the appropriate method and related instrument together. Initial actions will be taken by the consulting teacher are;
- initial discussion with the teacher
 - observation of the classroom
 - completing a needs assessment survey, and using the teacher's responses as a basis for further discussion
 - completing a goal-setting agreement with the teacher, where specific goals are written and become a major focus over the next few weeks and months.

The consulting teacher then uses this information as a basis for observations, feedback, and conferences with the teacher.

The primary role and responsibility of a teacher is to provide students with appropriate educational activities and experiences that will enable them to fulfill their potential for intellectual, emotional, physical and social growth. Teachers will help students develop the skills necessary to be a productive member of society. The Read Foundation will be in compliance with the NCLB Act and will seek to hire teachers that are highly qualified in core academic subjects (English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography) area.

There will be a lead teacher/department head (mentor) for each subject area. The lead teacher will have weekly meetings with the same subject area teachers at the campus. The lead teacher will monitor progress of the same subject area teachers. The lead teacher will also have weekly meetings with the assistant principal who is in charge of curriculum administration to report weekly progress of teachers and students.

Data-driven decision-making and student work analysis

Memphis School of Excellence staff will be trained how to use technology and professional expertise to improve instruction and operations. MSE is using data-driven decision making to provide more individualized instruction to students, monitor student progress, identify successful instructional strategies, better allocate scarce resources, and communicate better with parents and the community.

Reports will be provided timely by the school database and available to all staff members with the responsibility and ability to act on them. Data reports that show data in different ways such as tables, charts, graphs, and trends enable more staff members to access and understand the information. Web-based feature of the system enable teachers to log-in and view what they need. Administrators will use data on attendance, enrollment, student/teacher/parent satisfaction surveys, and test results to assess progress, allocate resources, and create school improvement plans.

Throughout the MSE PD process, faculty and staff members will be trained how to read data and apply it to their goals and objectives. They will be also trained in different instructional strategies to apply when the data shows that traditional methods are not working. School administration will help teachers become data-driven decision makers by scheduling time for teams to meet, plan, train, and conduct evaluation.

Teachers use benchmark assessments tied to state and school standards provide quick snapshots of where students are with regard to the progress they are expected to make. Interventions will be used by them include reemphasizing skills, utilizing additional diagnostics to get at the root cause, changing instructional materials, and creating cohort groups within schools and classrooms of students who have a similar achievement gap or pattern to apply instructional strategies.

Measurable School Objectives

Activities		Responsibility	Performance Indicators	Goal
1	Necessary interventions will be implemented to meet the needs of students who demonstrated deficiency on either a TCAP exam or a curriculum-based assessment.	Principal, Campus Administrators	The number of tutorial hours conducted & % of students who pass the TCAP test in each subgroup & % of students who promote to the next grade level.	By the end of second year, passing rates of MSE school for all subject areas and all sub groups will be equal or higher than Tennessee state average. & 95 % of students will promote to the next grade level.
2	Students starting at the 8 th grade level will be offered an opportunity to take a Career Education course to ensure that students have an opportunity to continually raise their personal and academic expectations.	Principal, Dean of Academics	% of students taking the career education course in 8 th and upper grades.	100% of students will take the career education course in 8 th and upper grades in 5 years of MSE years.
3	In MSE, students will have an opportunity to take AP courses starting as early as 9th grade. The following AP courses will be offered at various grade levels as the proposed school have all grade levels (6-12): AP Calculus AB, AP Calculus BC, AP Statistics, AP World History, AP Human Geography, AP US History, AP Biology, AP Chemistry, AP Physics, AP English Language, AP English Literature, AP Computer Science A, and AP Environmental Science. In the first year, 9 th graders will be offered AP Human Geography. Multiple AP courses will be offered in a single year as long as there is enough demand by students.	Principal, Dean of Academics	% of students taking AP classes in 9 th and upper grades.	By the end of fourth years, 90 % of students will take at least one AP course. By the end of four years, 60 % of students will pass test of at least one AP course.

4	In High School, students will be able to take dual credit courses at local community colleges or 4-year colleges. The class load of a high school student will not exceed two dual credit courses per semester (fall, spring, and summer).	Principal, Dean of Academics	% of students taking dual credit courses in 11 th and upper grades.	50 % of students will take dual credit courses in 11 th and upper grades each year.
5	In high school, each student will be required to join a career and technology program . At the end of this program, students will earn a certificate .	Principal, Dean of Academics	% of students involving career and technology program in high school.	90% of students will involve career and technology program in high school.
6	Internship Programs will be a requirement for high school students. These programs will be available to students during the summer months. Based on their interest, students will choose a program where they can experience working in a professional environment, enhance their skills, build their résumés, and complete community service hours.	Principal, Dean of Academics	% of students involving internship programs in high school & % of students completing internship programs in high school	90 % of high school students will complete internship programs in high school
7	At MSE, teachers take the extra mile to establish rapport with the students and parents. Home visits have a great role in relationships and partnerships with families.	Principal, Campus Administrators	% of parents visited	100 % of parents will be visited in the first year. For the following years, new students will be given priority.
8	At the beginning of each school year, the school will organize a two-day workshop for parents at the beginning of the first semester in order to encourage them to be actively involved in educating their child, organizing and monitoring their time and discussing school matters.	Principal, Campus Administrators	The number of workshop days & The number of the parents attending the workshop	65% of the parents will attend the workshop on the first year.
9	At the beginning of each school year, the school will organize an in-service program to train teachers who will take part in the implementation of school goals.	The Central Office, Principal, Campus Administrators	The number of the teachers attending the in-service program	100% of the teachers will attend the in-service program
10	In order to increase the level of partnerships with other organizations, 20% of the science fair projects will be prepared under the supervision of neighboring university staff and, once a month; the school administration will	Principal, Dean of Academics	% of science fair projects prepared with the help of neighboring university staff &	20 % of science fair projects will be prepared with the help of neighboring university staff.

	invite a Career Guest Speaker from the local community to mentor students.		The number of speakers invited	
11	MSE will offer online supplementary classes to the regular ones. With the implementation of this program, teachers will be able to prepare more appropriate and individualized classes according to the different ability levels of student groups. Also, students will be able to take tests online, do drills, and write reports at their own pace.	Principal, Dean of Academics, IT Manager, Computer Department Chair	The number of supplementary on-line classes offered	50% of classes will have supplementary on-line classes.
12	In order to improve the skills of students who are gifted in technology, MSE will offer an elective Electronics class as a part of the school's Gifted and Talented program starting from 7 th graders and Robotics class starting from 6 th graders.	Principal, Dean of Academics	% of GT students taking these classes	90% of GT students will take these classes.
13	In high school, as a part of Gifted and Talented program, Logic and Mathematical Applications classes will be offered to all grades as electives to enrich the mathematics curriculum and Astronomy, Environmental Science, Introduction to Genetics Engineering to enrich the science curriculum.	Principal, Dean of Academics	% of GT students taking these classes in high school	70 % of GT students will take these classes in high school.
14	Starting from 6 th grade, every student will be required to prepare a science fair project under the supervision of the science teacher. The project will be in one of the following areas: Mathematics, Computer Science, Physics, Biology, Chemistry, Biochemistry, Botany, Zoology, Engineering, Environmental Science, Earth Science, Literature, Social or Behavioral Sciences including Psychology, Statistics, and Education.	Principal, Dean of Academics	% of students preparing science fair projects	100 % of students in grades 6 through 12 will prepare science fair projects.
15	Starting from 6 th grade, MSE will offer a character education class. The Character Education class will encourage students to take responsibility for their actions.	Principal, Dean of Academics	% of students taking character education class	100 % of students in grades 6 through 12 will take character education class. 100 % school-wide students will participate in character education program.

3. Student Evaluation and Remediation

Section 3 - Describe the plan for evaluating student academic achievement at the proposed public charter school and the procedures for remedial action that will be used by the school when the academic achievement of a student falls below acceptable standards.

To retain its charter, a charter school is required by law to make adequate yearly progress, as measured by the state, toward achievement of the state's accountability goals. All schools must participate in the state's assessment system, the Tennessee Comprehensive Assessment Program (TCAP).

Provide a detailed framework of the school's approach to assessment, including any external and internal measures that will be used to establish and monitor student academic and non-academic progress beyond the state testing requirements. Summarize how performance data will be collected, reported, and used to improve instruction. Provide details about your plan for intervention and remediation should students fail to demonstrate adequate yearly progress.

Implementation of Curriculum

Memphis School of Excellence will provide a curriculum guide, which is an overview of what should be taught during the academic year. Each teacher will possess a curriculum guide for every subject that he/she teaches. Contained within the curriculum guide is a scope and sequence of the course, subject objectives, standards, TCAP objectives and Gateway connections if appropriate. Teachers will align their lesson plans to the curriculum guide.

The Dean of Academics and department chairs will monitor the implementation of the curriculum guide and the scope and sequence for each subject at each grade. The curriculum guide will be divided into six parts, each part scheduled for a six weeks period of time. The curriculum is paced so that every student will be exposed to every concept, which will be tested on the TCAP test. Some students will be able to master all the material in the curriculum guide. Some student will need additional time (intervention) to master the content. Each teacher will determine how students without prerequisite skills would move at the appropriate pace.

Assessment

MSE will utilize formative and summative assessment tools. Administering a pre-assessment tells the teacher how much background information each student brings to the table. Understanding the knowledge level of each student tells the teachers where to begin and what the strengths and weaknesses of each student are.

Teachers will administer one pre-assessment at the beginning of each unit. Some of the internal pre-assessment techniques for the classroom include the following examples;

- KWL- Have students divide a sheet of paper into thirds lengthways. Above each column write, "Know," "Want to know" and "Learned." Have student fill in the first two columns. The last column can be filled in when the lesson is finished.
- Pre-test, quiz – give students a few questions that briefly skim the information that you will teach next.
- Have student perform the skill that will be needed (manipulating a microscope, measuring, reading maps, etc.).
- Brainstorming – After writing a major concept word on the board, have students suggest words that "go with" that word (noun, equator, Boston Tea Party, photosynthesis, etc.) Each student must suggest at least one word. After the list is generated, students think how each word relates to the original concept word or students categorize the suggested words.
- Anticipation guides – Before reading a selection or studying a unit, students respond to several statements that challenge or support their preconceived ideas about key concepts in the unit.

Read the following statements concerning volcanoes. Put a check next to the statements with which you agree. Be prepared to support your reasoning by thinking about what you know about volcanoes. Also be prepared to share with your group.

- ☐ 1. Volcanoes can form anywhere.
- ☐ 2. How volcanoes form depend on the type of lava.
- ☐ 3. Once a volcano forms it remains active.
- ☐ 4. Volcanoes affect the environment.

- Inquiry charts – students generate questions about the upcoming unit.
- Possible sentences –teacher identifies key vocabulary, concepts or passage in an upcoming unit. Based on prior knowledge the students make predictions about the meaning of words, concepts or the passage.

Some of the post-assessment tools include standardized tests, portfolios, essays, journals, science fair projects, student web pages, presentations, etc.

Surveys, test results, teacher recommendations, and report cards provide all the data needed to evaluate instruction. MSE will use an online database to track student progress.

The Dean of Academics will be responsible for aligning all assessments with the instructional program. All lesson plans and benchmark tests are aligned with TCAP objectives. The Dean of Academics and Department Chairs train, monitor, meet regularly, and evaluate the teachers during the implementation of the instructional program.

The course outlines and lesson plans include Objectives, TCAP alignment, TCAP competencies, Materials, Procedure, Assessment, Homework, and Resources. The review and test materials used by MSE include information on alignment with TCAP objectives. MSE uses a database of students, teachers, individual schedules, test questions, practice items, and TCAP objectives. All instructional materials used are matched with knowledge and skills of the TCAP curriculum with the help of the database.

Below are some examples of how assessment will be integrated into the instructional program:

- ***Chunking:*** Break the information into discrete segments during the period. After teaching the “chunk” the teacher assesses how much of the information the students learned.
- ***Teacher Feedback:*** the teacher makes constructive comments on assignments, projects, homework.
- ***Student Feedback:*** (peer editing) Student assesses the quality of another’s student’s work, making constructive comments on assignment, projects, homework. (Students will be taught how to assess the work using a rubric.)
- ***Homework:*** Look over AND respond to the homework that is assigned. The teacher uses homework to assess whether the students truly mastered the material taught the previous day.
- ***Reading inventory***
- ***Skills checklist:*** make a list of the skills that need to be learned. As the teacher assesses each student he/she checks off the particular skill on a checklist.
- ***Whole class response:*** When a chunk of material has been taught the teacher assesses the entire class at one time to see how many student have mastered the material. This could be in the form of a quiz, response boards (slates/chalk, wipe-off boards/markers), signal cards, written responses, etc.
- ***Performance task:*** Students actually perform the task as an assessment. For example, students measure an object, find the density of an object, find a city using latitude and longitude, design a book cover, etc.
- ***Teacher observation:*** Teacher uses a skills checklist as he/she circulates through the room – observing, asking questions, looking at student performances or work and recording the results on the checklist.

- ***Collaborative pairs practice:*** Given two lists of problems, student pair members take turns working one problem at a time with the other partner observing, coaching and assessing. For example, two lists of sentences with no ending punctuation, two lists of equations, two lists of animals that fit into a certain category.
- ***Summarizing the learning/paraphrasing the learning:*** After a chunk of information is taught, every student writes a few sentences stating their understanding of the information.
- ***Learning logs:*** Students write summaries of the learning in a notebook or in a section in a notebook.
- ***Graphic organizers:*** Students complete an assigned graphic organizer to show mastery of the learning. For example, after completing instructional activities, students would complete a Venn diagram summarizing what they have learned. (positive/negative numbers, angiosperms/gymnosperms, Pacific/Atlantic Oceans).
- ***Games:*** The teachers lead the class through whole class games like Jeopardy, Memory, Pictionary. Small groups (three or four students) also play learning games. The teacher observes to see who has mastered the information and if misunderstandings still exist.
- ***Rubrics:*** Effectively assess student work by creating rubrics. To design a rubric:
 - Identify what the best and least acceptable student work will look like.
 - List the criteria for the work – a short, simple list.
 - Fill in good, acceptable and “needs improvement” work.
- In addition to traditional tests, include
 - Authentic assessment: related to real world problems
 - Portfolio assessment: a collection of student work
 - Performance assessment: student assessed while performing a task such as a speech, experiment, debate, skit, song.
 - Product assessment: students produce a concrete result such as a videotape, script, song, poem, manual, brochure, and exhibit.

At MSE, we ensure that students learn socially from each other in a group setting or from their teacher in a one-on-one setting. The teachers use scaffolding techniques and the zone of proximal development concept in determining the level of help each child needs.

We also benefit from the works of Gardner who recommends using various teaching styles for students who are intelligent in different ways (Logical-Mathematical, Verbal-Linguistic, Spatial, Interpersonal, Intrapersonal, Naturalistic, Kinesthetic, and Musical). We also believe in automaticity; drills in math and literacy development to reinforce problem solving, number sense, analytical reasoning, phonics, fluency, vocabulary, and reading comprehension. For drills, we utilize computers as well for students to work at their own pace.

We inform our parents regularly by mail, emails, and phone calls. We hold competitions among our students and offer incentives. Students use textbooks, worksheets, leveled readers, and manipulatives to improve their potential. They can also use educational software to reinforce their academic skills at their own pace. Students can also use the in-house library at MSE site.

Interventions

Once MSE identifies objectives and competencies not mastered based on results reported based on benchmark tests, tutor observations, and student products, more emphasis is given to those objectives.

Test results will be analyzed through a computer software . The software generates individual and group reports, which display number of questions answered correctly, the questions not answered correctly, mastery of each objective, the alignment of each question with TCAP objectives, item analysis for each test question, recommendations for each student. The report also provides information about a student's academic level which allows placement in a homogeneous group setting. Students will be tutored in the areas that they need help.

For students failing to make adequate yearly progress, MSE will offer tutorials for all students. The tutorial can be towards the TCAP test, help in schoolwork, and ELL. After the analysis of test scores, students are placed in small-group settings (3 to 6) or tutored in a one-on-one setting. Students are tutored based on their level by a qualified instructor. State curriculum standards and national norms are considered in developing programs to help each student. Teachers instruct in various teaching styles. Students are tutored by the same instructors for at least six weeks to assure consistency. Each student will have an average of five hours of tutoring a week. Our programs will be offered weekdays after school and during weekends.

Our program design for remedial tutoring takes into consideration the developmental learning by Piaget, cognitive domain by Bloom, social learning by Vygotsky, multiple intelligences by Gardner, and other techniques such as scaffolding, automaticity, group work, and use of computers. Our teachers use Direct Instruction during the tutorial sessions. In this technique, our teachers follow a direct-instruction sequence to increase the probability that our students will both correctly master and actually use effective academic strategies. This framework includes four major stages: (1) we explicitly show students how to use the skill or strategy, (2) students practice the skill under our supervision--and we give frequent corrective feedback and praise, (3) students use the skill

independently in real academic situations, and (4) students use the skill in a variety of other settings or situations ("generalization"). To avoid overloading our students with more new information than they can absorb, we teach only one strategy at a time and make sure that our students have thoroughly mastered each strategy before teaching them another. Our curriculum coordinators observe some of the tutorial sessions for evaluating our instructors, hold weekly meetings, and arrange professional development opportunities.

Plan of Action for Interventions

At MSE, we determine interventions best suited for each student by:

- * Meeting and conferencing with the parents to involve them in the child's intervention program;
- * Identifying individual student skill strengths and weaknesses using diagnostic tools;
- * Creating a student individual learning plan for each student along with the parent and teachers;
- * Delivering curriculum that is aligned to state and district standards;
- * Providing ongoing evaluations to monitor student achievement and adjust instruction;
- * Providing parents, teachers and school administrators progress reports;
- * Motivating students by rewarding effort, achievement, and attendance; and
- * Post-testing to determine growth.

One of the pedagogies that will be applied for interventions, known as Study Technology, is based on the discoveries of humanitarian and educator, L. Ron Hubbard. Study Technology recognizes three main barriers to learning, each accompanied by distinct and recognizable physical and mental reactions in the student. By observing the reactions of the student the teacher knows a barrier has been struck, and which one, and is able to apply the precise remedy, thus allowing the student to progress toward the learning goal. While the student, over time, learns to recognize his own reactions and be aware of barriers, the teacher helps the student be aware of his understanding or lack of it until he is able to self-monitor his comprehension and recognize misunderstandings independently. Thus, in order that learning barriers be identified and remedied promptly, it is important that interventions be delivered in face-to-face mode.

Results from assessments are the basis for 1) A Customized Education Plan 2) Instruction through the program and 3) Determining overall growth at the completion of the program.

After the assessment, evaluation, and gap analysis are completed, a strategy is developed to accelerate the student back to grade level. Test results are loaded into a computer program that automatically grades the test and highlights deficiencies. From there, goals are generated

based on specific state content. A Customized Education Plan is designed to guide students through various academic topics and build the foundation to progress from one level to the next. Most children are assigned a combination of Math, Language Arts, Science and/or Social Studies goals. Each prescription is individualized for each client; each child receives a tailored academic plan based on individualized needs. But, more importantly, we will document the progression. Just as a medical record is used to document the medical history of a patient, we believe that a personalized education portfolio should document the educational history of the student. Our communication with the parent begins with the initial introduction to the best interventions. At the initial meeting, we consult with the parent to determine the best means of communication. The diagnostic test is reviewed with the parent and the Personalized Education Plan is explained. This goal sheet is then completed by the teacher and the family based on goals that have been chosen from the pretest results. The goal sheet, with timelines, is then forwarded to the Dean of Academics for review before the plan is implemented.

At MSE, we believe that the most effective way for students to learn is through a gentle development of concepts and the practice of those concepts extended over a considerable period of time. This is known to us as incremental development and continual practice and review. At its simplest, incremental development is the introduction of topics in easily understandable pieces (increments), permitting the assimilation of one facet of a concept before the next facet is introduced. Both facets are then practiced together until another is introduced.

The incrementalization of topics is combined with continual review, wherein all previously learned material is reviewed in every lesson for the duration of the Education Plan. Topics are never dropped but are increased in complexity and practiced every day, providing the time required for concepts to become completely familiar. As concepts become familiar and the requisite skills become automated, learning becomes an enjoyable experience at which students are able to succeed and find satisfaction as well as self-worth. Teachers differentiate activities to adjust the lesson for individual students. Each instructional session includes a balance of guided instruction and the opportunity for students to work independently.

All students are taught individually in one-on-one or small group formats. We believe that genuine learning is demonstrated not only through the understanding of a concept but also through the ability to apply that concept to new situations. MSE students master both with ease and confidence. The standards are incorporated into the Personalized Education Plan and the student's skills in comparison to the standards are continually assessed throughout the program engagement.

Our program is skill-based and students are evaluated as to what skills are mastered or what skills need practice. Timelines are determined by the teacher and the family based on input from all these teammates and the results of the pretest. Throughout the intervention process, these goals and timelines are monitored through ongoing mini-assessments to determine proficiency gains. If goals and timelines need to be adjusted during the course of the intervention period, teachers can easily flex their plan based on need. Teachers complete a weekly report for each child in the intervention program. Teachers keep logs of each lesson, as well as student's progress reports, assessment results and Customized Education Plan. The instructor must comment on the activities and materials used that week as well as which state content standards they addressed in their instruction. Teachers must also comment on the proficiency gains they are making with their students and when various goals have been accomplished.

Our goal is to coordinate a face-to-face Parent/Teacher/Administrator conference. If a face-to-face conference cannot be accommodated, we conduct a conference call. If we cannot facilitate the joint meeting, then we meet with the parents and teachers separately. The parents are required to attend our parent orientation workshop, which is scheduled on the weekend. However, sessions have been scheduled during the week to accommodate parents' work schedules. The following topics are facilitated during the parent meeting: (1) creating a good learning environment; (2) making the most of homework; (3) Helping your child prepare for assessments; (4) Bringing math and reading into everyday life and (5) thinking about why your child might be struggling.

Reading Strategies

Our reading instructional programs focus on the National Reading Panel's five dimensions of reading: phonemic awareness, fluency, vocabulary, phonics instruction and comprehension. The various instructional programs surrounding these dimensions vary (for example guided oral reading or rhyming exercises), but our teachers will be trained in this research-based methodology.

Math Strategies

All teaching will be organized around all the strands of mathematical proficiency using an integrated, coherent approach. Our teachers will use multiple representations of mathematical ideas to support understanding rather than conventional computation-oriented curriculum. Our math lessons emphasize conceptual understanding and expand the range of mathematical concepts beyond arithmetic drills. Teachers always explain the logic behind problems. This style of math instruction is based on significant numbers of research found at the U.S. Department of Education's

website (www.doe.gov) and focuses on the math proficiency strands of computing, understanding, applying, reasoning and engaging.

Use of Computer Technology

A computer software information management system is used to manage, administer, analyze and disaggregate data. Progress is reported to students and parents at the completion of each intervention session. This constant and systematic student feedback is not only a tool for ongoing monitoring and tracking of progress but also allow for instructional adjustments when necessary. Students are encouraged to utilize self-assessment in monitoring their own progress. Teachers and parents are provided with electronic program summary reports both bimonthly and after students complete the intervention program. A written summary progress report is available to parents and teachers upon completion of the program. To the extent that it is practical for the school, written reports may be available in a language that the parents can understand or the information in the progress reports may be communicated to parents in their primary language in alternative forms.

A typical one-hour intervention session

Check-In/Snack Time (3 minutes): Collect "Weekly Progress Report", review any notes from teachers and home. Warm-up Activity (5 minutes): Give students a "bell ringer" activity based on the last intervention session. Target Concept (15 minutes): Share the concepts to be worked on by each student at this time, make additional notes about any weaknesses noticed in any of the "Target Skills", record target concepts and materials used on the "Weekly Progress Report". Activities, Assignments, & Educational Games (15 minutes): Check the target skills noted on the Education Plan, choose a game or activity that will strengthen a "Target Skill". Individual/Guided Practice (10-minutes): Each student should be working on their individual assignments that address identified deficiencies as demonstrated by the Pre-test. Wrap-Up (10 minutes): Review the work of the day and discuss the lesson or topic to work on in the next tutoring session. Pack-up (2 minutes): Students should collect their materials and ready themselves to leave.

Grading, promotion, and retention policies

MSE has set 70 as a minimum passing grade. The grading system is as follows:

A	93-100 (Excellent)
B	85-92 (Good)
C	75-84 (Satisfactory)
D	70-74 (Poor but passing)
F	69-and below (not achieving mastery)
I	Incomplete

Conduct Grades:

E	Excellent
S	Satisfactory
N	Needs Improvement
P	Poor
I	Incomplete

The 6th thru 8th grade promotion from one grade to another at MSE shall be based on the following criteria:

1. A student who has not maintained a grade average for a school year equivalent to at least 70 on a scale of 100 may not be advanced from one grade level to the next.
2. A student must maintain a yearly average of 70 in English.
3. A student must maintain a yearly average of 70 in Mathematics.
4. A student must maintain a yearly average of 70 in Social Studies
5. A student must maintain a yearly average of 70 in Science.
6. A student must meet the minimum requirements in all TCAP tests.
7. A student must attend at least 95% of the classes throughout the year in order to be promoted to the next grade level. More than 9 unexcused absences within one school year will result in failing. There will be no make-up exam for unexcused absences.

Promotion or retention will be considered on the basis of what is in the best interest of the student.

The final determination of whether a student is promoted or retained in the grade shall be made by appropriate school officials.

Students at grades 6-8 may be retained only once. Furthermore, if a student has been retained in 4th or 5th grade at previous school cannot be retained again. If a student who has not been retained before is decided to be retained, the student's parents have right to appeal the decision.

A student who has not been previously retained may be retained to attain grade level proficiency in low performing areas. Although the final decision will be made by the Principal either a student who has not been previously retained will be retained at grades 6-8, teachers are responsible for making initial decisions to promote or retain a student in a course or grade based on grading criteria and promotional standards which are explained above.

Before a student has been retained, the student may be offered opportunities, and interventions such as a final exam, a summer school, or an extended year program. If the student still fails to achieve, and cannot demonstrate progress at grade level proficiency, the student may be retained by consulting with parents of the student.

Based on the student's academic performance, level of improvement, age, social, and economic factors, poor attendance, and important factors if there is any should be taken into consideration before a student is retained. Principal is required to consult with parents, teachers, and other professional staff before the final decision. The decision cannot be made on student's behaviour, but only based on academic performance.

The progress of the student throughout the year must be documented well. Report cards must be sent home, and made sure that parents received them. Parent conferences should be arranged regularly, and inform parents about the student's academic performance. Parents should be informed about a possible retention two months before the final decision has been made.

Graduation criteria for students; Graduation Requirements

Memphis School of Excellence will implement the graduation requirements mandated by TRR/MS 0520-1-3-.06 Memphis School of Excellence will offer its students the options graduation path as follows. To meet the requirements for all diplomas, a student must have attained an approved attendance, conduct and subject matter record, which includes a completed graduation path.

MSE will award following types of diplomas/certificates to students who qualify.

- 1) The Regular Diploma
- 2) The Academic Honors Diploma
- 3) The Distinguished Scholars Diploma
- 4) Certificate of IEP

The Regular Diploma shall be awarded to students who:

1. Earn the specified 22 units of credit in the Ready Core program
2. Have an opportunity to take an exit exam to assess readiness for the work place or higher education. (ACT, SAT, or Work Keys)
3. have satisfactory records of attendance and conduct.
4. Conduct a senior capstone project such as, but not limited to
 - Senior project
 - Internship
 - Work based learning
 - Service learning (minimum 40 hours)
 - Community Service (minimum 40 hours)

Requirements for a regular high school diploma

<u>Subjects</u>	<u>Required Credits</u>	<u>Minimum Required Courses</u>
<u>English</u>	<u>4</u>	• <u>English I / English I Honors • English II / English II Honors • English III / English III /Honors/AP Language • English IV / English IV/Honors/ AP Literature</u>
<u>Math</u>	<u>4</u>	• <u>Algebra I Geometry • Geometry • Algebra II One and Upper level math</u>
<u>Science</u>	<u>3</u>	• <u>Biology / Biology Honors-1 Credit • Chemistry or Physics</u> • <u>Students will take another one credit course in science based on their interest and prerequisite requirements.</u>
<u>Social Studies</u>	<u>3</u>	• <u>US History (Honors or AP) -1 Credit • Economics-1/2 Credit • Government-1/2 Credit • (World Geography, World History, AP World Geography, AP World History, AP European History)-1 Credit</u>
<u>Foreign Language</u>	<u>2</u>	<u>2 credits in the same language.</u>
<u>P.E. & Wellness</u>	<u>1.5</u>	<u>Wellness-1 Credit P.E.-0.5 credit</u>
<u>Personal Finance</u>	<u>0.5</u>	<u>Personal Finance-0.5 Credit</u>
<u>Visual/Performing Arts</u>	<u>1</u>	<u>Visual Arts-1 Credit</u>
<u>Electives</u>	<u>3</u>	<u>SAT/ACT Preparation-1 Credit Students will choose elective courses based on their need and interest. CTE Courses</u>
<u>Total</u>	<u>22</u>	

The Academic Honors Diploma shall be awarded to students who:

1. Earn the specified 22 units of credit in the Ready Core Program.
2. Attain an 85-92 average for the high school career and completing at least one of the following:
 - a. earn a nationally recognized industry certification
 - b. participate in at least one of the Governor's Schools
 - c. participate in one of the state's All State musical organizations
 - d. be selected as a National Merit Finalist of Semi-Finalist
 - e. attain a score of 31 or higher composite score on the ACT
 - f. attain a score of 3 or higher on at least two advanced placement exams
 - g. earn 12 or more semester hours of transcribed postsecondary credit
3. Students who score at or above all of the subject area readiness benchmarks on the ACT or equivalent score on the SAT will graduate with honors.
4. have satisfactory records of attendance and conduct.
5. Conduct a senior capstone project such as, but not limited to
 - Senior project
 - Internship

- Work based learning
- Service learning (minimum 40 hours)
- Community Service (minimum 40 hours)

The Distinguished Diploma shall be awarded to students who:

1. Earn the specified 22 units of credit in the Scholars Program.
2. Attain an 93-100 average for the high school career and completing at least one of the following:
 - a. earn a nationally recognized industry certification
 - b. participate in at least one of the Governor's Schools
 - c. participate in one of the state's All State musical organizations
 - d. be selected as a National Merit Finalist of Semi-Finalist
 - e. attain a score of 31 or higher composite score on the ACT
 - f. attain a score of 3 or higher on at least two advanced placement exams
 - g. earn 12 or more semester hours of transcribed postsecondary credit
3. Students who score at or above all of the subject area readiness benchmarks on the ACT or equivalent score on the SAT will graduate with honors.
4. have satisfactory records of attendance and conduct.
5. Conduct a senior capstone project such as, but not limited to
 - Senior project
 - Internship
 - Work based learning
 - Service learning (minimum 40 hours)
 - Community Service (minimum 40 hours)

Examinations

End-of-course examinations will be given in English I, English II, English III, Algebra I, Geometry, Algebra II, U.S. History, Biology I, Chemistry and Physics. Further, the results of these examinations will be factored into the student's grade at a percentage determined by the State Board of Education in accordance with T.C.A. §49-1-302 (2). The weight of the end-of-course examination on the student's course average is as follows for entering 9th graders:

- I. Fall of 2010 - 20%
- II. Fall of 2011 and 2012 - 25%
- III. Fall of 2013 and thereafter - 25%

The students are not required to pass any one examination, but instead the students need to achieve a passing score for the courses.

The Certificate of IEP shall be awarded to students who:

1. Complete an Individualized Education Program
2. successfully completed a portfolio
3. have satisfactory records of attendance and conduct.

Scholars Designation/Grades: The averages for Academic Honors and Distinguished Scholar shall be computed from seven semesters. The overall cumulative average for Distinguished Scholar shall be 93-100 (no rounding). The overall grade average for Academic Honors shall be 85-92 (no rounding). These Scholars designations shall be noted on the student's transcript and diploma. In computing numerical grades for Advanced Placement five points shall be added to the numerical nine weeks and examination grades. In computing numerical grades for honors courses, three points shall be added to the numerical nine weeks and examination grades. Students who take the Scholars Program curriculum and fail to achieve an average of 85 shall have "Scholars Program" stamped on their cumulative record and transcript and will receive a regular diploma.

4. Budget

Section 4 - Provide an operating budget based on anticipated enrollment.

Public charter schools are required to operate under an annual budget on a July 1 to June 30 fiscal year. Provide a realistic, line-item estimate of the revenues and expenditures for operating the school from approval through the fifth year of operation. You must use the Public Charter School Five Year Planning Budget Document form and cover sheet which is provided on the Tennessee Department of Education's Charter Schools webpage.

The Budget Cover Sheet can be found at:

<http://www.state.tn.us/education/fedprog/doc/charterBudCvr5YrPlanBud.doc>

The Five Year Planning Budget Document can be found at:

http://www.state.tn.us/education/fedprog/doc/chrttrsch_bgtform_5yrbgt.xls

Based on the recommendation by the Application Review Committee, proposed budget was revised with new enrollment data. Federal start-up funds removed from revenue calculations even though we strongly believe that MSE will be eligible for this grant upon approval. Additionally all other budget items revised based on new projected enrollment.

Proposed MSE budget presents solid revenue projections which are sufficient to meet the anticipated expenditures for all five years. Our expenditures are sufficient to implement and actualize the targeted activities of school, to attract qualified staff, and to meet state and federal requirements. The budget prioritizes resources and appropriately utilizes resources to scale, allowing for the phasing in full enrollment of the school and ensuring the advancement of the MSE's mission and goals.

Please see revised **Appendix E** for the operating budget.

5. Financial Audit

Section 5 - Describe the method for conducting annual audits of the financial, administrative and program operations of the school.

Immediately after the end of the fiscal year (June 30), charter schools must furnish to the local board of education, the special joint oversight committee on education, the Commissioner of Education and the Comptroller of the Treasury an annual audit prepared by certified public accountants or by the department of audit. Describe the methods the school will use to complete this audit and to conduct reviews of the school's administrative and program operations.

The sponsoring entity, the Read Foundation, will cause an annual audit to be made of the accounts and records, including internal school activity and cafeteria funds, of their school. Such audits will be prepared by certified public accountants. The Board of Directors of the Read Foundation will select a certified public accountant from a list of firms that have experience in performing annual audits for public schools in Tennessee.

Appendix F presents a sample Audit proposal. An official agreement will be signed to review the financial paper works, books, and records as soon as our charter school proposal is approved.

Auditing firm representative or contact person will meet with the president of board, the principal of school and/or the Read Foundation business representative. This meeting will settle down the tasks between the Read Foundation and auditing firm. The auditor will provide the board with an overview of how the audit will occur and the timetable for its completion. Therefore, everybody involved in this process will know the auditors tasks, needs, and expectations. This will also eliminate the miscommunication and interruption of a healthy audit.

When the audit is completed, the auditor will present two copies of the audit reports to the Read Foundation board. The audit results will be discussed in the board meetings together with auditor. Findings of the auditor will be authorized and submitted to the Memphis City Schools, the Special Joint Oversight Committee on Education, the Commissioner of Education and the Comptroller of the Treasury. The Read Foundation will maintain its accounts in accordance with accounting principles and requirements detailed by the Comptroller of the Treasury. The Read Foundation will publish an annual financial report that encompasses all funds including the statements from its annual audit process.

A three-party contract will be obtained between the MCS, the Independent Auditor and the State of Tennessee Comptroller's office stipulating the responsibilities of each party.

6. Start-up Timetable

Section 6 - Provide a timetable for commencing operations as a public charter school which shall provide for a minimum number of academic instruction days, which shall not be fewer than those required by statute.

Describe the school's start-up timeline, from charter approval to the first day of operation. Summarize the school's daily and annual calendar, indicating the number of academic instruction days.

Start-Up Timetable

The following timeline outlines Memphis School of Excellence's start-up period from charter approval to the first day of operation. The days are approximate and placed in the chronological order.

ACTIVITY	TIMELINE		
Approval of charter by the Board of Education of the Memphis City Schools	Mid Dec. 2009		
Locating a suitable school facility and bringing it to closure for rental	12/15/2009	—	2/15/2010
School Board forms a hiring/firing committee	12/15/2009		
Hire of principal by board human resources committee	3/15/2010	—	4/15/2010
Hire of key officers by principal and board human resources committee	12/15/2009	—	1/29/2010
Web site set up	12/15/2009	—	1/12/2010
School Board approves start up budget	12/15/2009		
Professional insurance package purchase	12/15/2009	—	1/5/2010
Opening bank account for the school	12/15/2009	—	1/5/2010
Opening account with the BlueCross BlueShield of Tennessee	12/15/2009	—	1/15/2010
Opening account with the Tennessee Consolidated Retirement System	12/15/2009	—	1/15/2010
Opening account with the Tennessee Department of Labor & Workforce Development	12/15/2009	—	1/15/2010
Opening EFTPS account with IRS	12/15/2009	—	1/5/2010
Asset register set up	12/15/2009	—	8/9/2010
Depository contract agreement with Memphis City Schools	12/15/2009	—	2/15/2010

Hire of bookkeeping firm	12/15/2009	–	1/15/2010
Line of credit application	12/15/2009	–	1/29/2010
Office furniture and computer/technology supplies order for the admissions office	12/15/2009	–	1/15/2010
Administrative forms	1/4/2010	–	1/8/2010
Applying for public charter (PCS) school start up grant	1/4/2010	–	1/11/2010
Maintenance supplies account established	1/4/2010	–	1/29/2010
Office supplies account established	1/4/2010	–	1/29/2010
Photocopier lease	1/4/2010	–	1/29/2010
School Board adopts updated accounting policies and procedures manual	1/4/2010		
School Board approves Year 1 budget	1/4/2010		
Addresses obtained from Memphis City Schools	1/11/2010	–	2/15/2010
Background check of staff members	1/11/2010	–	8/2/2010
Development of architectural plans for the school facility	1/15/2010	–	3/1/2010
Asbestos management plan obtained	1/25/2010	–	2/15/2010
Classroom and office furniture order	2/1/2010	–	3/1/2010
Computers and technology supplies order	2/1/2010	–	4/5/2010
Design, print, and distribution of school brochures for student recruitment	2/1/2010	–	3/15/2010
Student recruitment	2/1/2010	–	8/2/2010
Textbook designation and order	2/1/2010	–	3/1/2010
Student uniforms ordered	2/8/2010	–	3/8/2010
Hire of secretaries	2/15/2010	–	3/8/2010
Hire of teachers and other ancillary staff	2/15/2010	–	6/14/2010
Renovation of school facility	2/15/2010	–	7/5/2010
School Board adopts special programs handbooks (special ed, LEP, gifted talented)	2/12/2010		
School Board approves school calendar	2/12/2010		
School Board adopts health and safety policy	2/12/2010		
Utilities set up (water, electric, gas, internet)	2/15/2010	–	2/19/2010
Enrollment filing system established	3/1/2010	–	3/30/2010

Hire of facility cleaning and maintenance services	3/1/2010	–	3/31/2010
Students database set up	3/1/2010	–	3/22/2010
School Board adopts attendance policy	3/12/2010		
School Board adopts student and faculty handbooks	3/12/2010		
School Board adopts curriculum	3/12/2010		
Open houses in school facility, community centers, churches for student recruitment	3/15/2010	–	7/16/2010
Classroom supplies ordered	5/3/2010	–	5/28/2010
Students documents requested from previous schools	6/1/2010	–	7/19/2010
Security related installations (alarm, cameras, secure door opener)	6/7/2010	–	7/5/2010
Extracurricular activities established	6/7/2010	–	7/16/2010
Back up files on server established	7/5/2010	–	7/26/2010
Development of staff duty roster	7/5/2010	–	7/9/2010
Fire drill procedures posted in classrooms, hallways, cafeteria, offices, and gym	7/5/2010	–	7/23/2010
Identification of special education and LEP students before school starts	7/5/2010	–	8/2/2010
Immunization records checked before school starts	7/5/2010	–	8/2/2010
Fire alarm installation		by	7/5/2010
Certificate of occupancy obtained and posted in school's lobby		by	7/12/2010
IT network set up tied to the main server	7/5/2010	–	7/23/2010
Required posters (FERPA, gun free, work place posters, etc.) obtained and posted	7/5/2010	–	7/23/2010
Master key system at the school facility	7/12/2010	–	7/16/2010
Applying for federal IDEA(B) and Title grants	7/19/2010	–	8/9/2010
Free/Reduced lunch and federal program forms mailed to parents	7/19/2010	–	7/23/2010
Staff development for teachers and other ancillary staff	8/2/2010	–	8/6/2010
Orientation day for students and parents	8/4/2010		
First day of school	8/9/2010		

Daily School Schedule

The following is a sample daily schedule of Memphis School of Excellence. This daily schedule may be adjusted for special population students to better serve their needs.

As seen from the table below the instruction time for each learning period is 45 minutes and there are 7 learning periods each day. Daily program is designed such a way that it provides students opportunities to engage in extracurricular activities in the afternoon.

Grades 6 through 8:

TIME	PROGRAM
07:15	<i>Earliest time students can be dropped off</i>
07:30 – 08:00	<i>Breakfast; students wait in the cafeteria</i>
08:10 – 08:25	Homeroom, Reading
08:30 – 09:15	Reading, English Language Arts
09:15 – 09:20	<i>Break</i>
09:20 – 10:05	Mathematics
10:05 – 10:10	<i>Break</i>
10:10 – 10:55	Mathematics
10:55 – 11:30	<i>Lunch</i>
11:30 – 11:35	<i>Break</i>
11:35 – 12:20	Science
12:20 – 12:25	<i>Break</i>
12:25 – 01:10	Social Studies
01:10 – 01:15	<i>Break</i>
01:15 – 02:00	Computer, Character Education, and Languages (alternating days)
02:00 – 02:05	<i>Break</i>
02:05 – 02:50	Physical Education, Art, Music, and Electives (alternating days)
02:50 – 03:10	<i>Time slot to pick up students who do not stay for Beyond the Bell Program</i>
02:50 – 03:00	<i>Break</i>
03:00 – 03:50	Extracurricular activities, 1st Period
03:50 – 04:00	<i>Break/ Time slot to pick up students who do not stay for extracurricular activities, 2nd Period</i>
04:00 – 04:50	Extracurricular activities, 2nd Period
04:50 – 05:00	<i>Latest time slot to pick up students</i>

Grades 9 through 12:

TIME	PROGRAM*
07:15	<i>Earliest time students come to campus</i>
07:30 – 08:00	<i>Breakfast</i>

08:10 – 08:25	Homeroom, Career Guidance
08:30 – 09:15	English
09:15 – 09:20	<i>Break</i>
09:20 – 10:05	Mathematics
10:05 – 10:10	<i>Break</i>
10:10 – 10:55	Science
10:55 – 11:00	<i>Break</i>
11:00 – 11:45	Social Studies
11:45 – 12:20	<i>Lunch</i>
12:20 – 12:25	<i>Break</i>
12:25 – 01:10	Computer Technology
01:10 – 01:15	<i>Break</i>
01:15 – 02:00	Physical Education, Health, and Other Electives
02:00 – 02:05	<i>Break</i>
02:05 – 02:50	Foreign Languages, Fine Arts, and Other Electives
02:50 – 03:00	<i>Break</i>
03:00 – 03:50	AP Seminar, SAT Preparation Courses, and College Guiding
03:50 – 04:00	<i>Break/ Time slot to pick up students who do not stay for extracurricular activities</i>
04:00 – 04:50	Extracurricular activities
04:50 – 05:00	<i>Latest time slot to pick up students</i>

* All courses presented in this table may be substituted with Pre-AP or AP offerings of the same courses where available.

Annual Academic Calendar

The minimum number of annual academic instruction days at Memphis School of Excellence (MSE) will be 180. We understand that MSE students will come from Memphis City Schools and parents may have children attending both MSE and Memphis City Schools. Therefore we take the annual calendar of Memphis City Schools as the basis for our calendar. Changes that may be made on Memphis City Schools' calendar throughout the year will be reflected on our calendar to best serve our community.

MSE's grading period is 6 weeks. At the end of each grading period parents are mailed report cards. MSE will also mail progress reports in the middle of each 6 week reporting period to provide parents upper hand with their children's progress.

The school will offer summer school as remedial services. Summer school will be available to those students who failed in any of the four core courses (reading/English language arts, mathematics, science, social studies).

The tables below are the school's 2009-2010 proposed calendars and grading periods.

MEMPHIS SCHOOL OF EXCELLENCE 2010-2011 School Calendar				
FIRST SEMESTER (88 days)				
Date(s)	Day(s)	Event	Students Out	Teachers Out
August 2-3	Monday-Tuesday	Teacher In-service		
August 4	Wednesday	Student Orientation		
August 5-6	Thursday-Friday	Teacher In-service and Administrative Day		
August 9	Monday	First Day of Classes (All regular classes and special education services)		
September 6	Monday	Labor Day	1 day	1 day
October 8	Friday	Fall Break	1 day	1 day
October 12	Monday	In-Service (12pm-3pm) and Parent - Teacher Conferences (4pm-7pm)	1 day	
November 24-26	Wednesday-Friday	Thanksgiving Break	3 days	3 days
December 14-16	Tuesday-Thursday	Exams for First Semester		
December 16	Thursday	Last Day of First Semester		
December 17	Friday	Administrative Day	1 day	
December 20-24	Monday-Friday	Winter Break	10 days	10 days
Dec 27-31	Monday-Friday			
SECOND SEMESTER (92 days)				
January 3	Monday	First Day of Second Semester (Classes resume)		
January 17	Monday	Dr. Martin Luther King, Jr. Holiday	1 day	1 day
February 1	Tuesday	TCAP Writing Assessment		
February 14	Monday	In-Service (8am-11am) and Parent-Teacher Conferences (12pm-3pm)	1 day	
March 14-18	Monday-Friday	Spring Break I	5 days	5 days
April 8	Friday	Spring Break II	1 day	1 day
April 18-22	Monday-Friday	TCAP Achievement Tests		
May 3-5	Tuesday-Thursday	Gateway Testing		
May 12-13	Thursday-Friday	Senior Exams (when school grows into 12 th grade)		

May 18-20	Wednesday-Friday	Exams for Second Semester		
May 20	Friday	Last Day of Classes		
May 23-24	Monday-Tuesday	Designated Inclement Weather Make-up Days (if needed)		
May 25	Wednesday	Administrative Day		
May 26	Thursday	In-Service Day		
May 30	Monday	Memorial Day		1 day
May 31 - June 21	Tuesday-Tuesday	Summer School		15 days

MEMPHIS SCHOOL OF EXCELLENCE Report Card Periods, Progress Report Notification and Exam Dates						
Report Card Period Quarter	Begins	Progress Report Issued	Exams	Ends	Report Card Issued	Days in Period Quarter
First Semester						
1st	8/9/2010	9/1 and 9/22/2010	10/6 & 7	10/7/2010	10/20/2010	43
2nd	10/12/2010	11/10 and 12/1/2010	12/14, 15 & 16	12/16/2010	1/12/2011	45
					1st Semester Subtotal	88
Second Semester						
3th	1/3/2011	1/26 and 2/23/2011	3/9 & 10	3/10/2011	3/16/2011	47
4th	3/11/2011	4/20 and 5/4/2011	5/18, 19 & 20	5/20/2011	Mailed	45
					2nd Semester Subtotal	92
					Total	180
Summer School						
Summer	5/31/2011	6/10/2011		6/21/2011	6/24/2011	15

Year at a Glance

The following tables give an overview of the school's 2010-2011 calendar.

Student Holidays (2010 - 2011)	
September 6	Labor Day
October 6	Fall Break
October 11	Parent-Teacher Conferences

November 24-26	Thanksgiving Break
December 20-31	Winter Break
January 17	Dr. Martin Luther King Jr. Holiday
February 14	Parent-Teacher Conferences
March 14-18	Spring Break I
April 8	Spring Break II

Administrative / In-Service Days (2010 - 2011)

August 2-3	In-Service Day
August 4	Administrative Day/Student Orientation
August 5	In-Service Day
August 8	In-Service Day/Administrative Day
October 11	½ day In-Service (Noon-3 p.m.)
	Parent-Teacher Conferences (4-7 p.m.)
December 17	Administrative Day
February 14	½ day In-Service (8-11 a.m.)
	Parent-Teacher Conferences (Noon-3 p.m.)
May 25	Administrative Day
May 26	In-Service Day

Academic Schedule (2010 - 2011)

August 9	First Day of Classes
October 11	Parent-Teacher Conferences (4-7 p.m.)
November 30 - December 2	Gateway Math Exam
December 7	History (End of Course Test)
December 8	English (End of Course Test)
December 14-16	First Semester Exams
December 16	Last Day of First Semester
January 3	First Day of Second Semester
February 1	TCAP Writing Assessment
February 14	Parent-Teacher Conferences (Noon-3 p.m.)
April 19-23	TCAP Achievement Tests
May 3-5	Gateway Testing
May 3	Gateway Math Exam
May 4	Gateway Language Arts Exam
May 5	Gateway Science Exam
May 5-16	AP Exams
May 10	History (End of Course Test)
May 11	English (End of Course Test)
May 12-13	Senior Exams

May 20	Last Day of Classes
May 23-24	Designated Make-up Days (if needed)
July 12	Summer Math Gateway Exams
July 13	Summer Language Arts Gateway Exams
July 14	Summer Science Gateway Exams

Twenty-Day Attendance Periods (2010 - 2011)		
20 Day Period	Begins	Ends
1st	8/9/2010	9/3/2010
2nd	9/7/2010	10/4/2010
3rd	10/5/2010	11/3/2010
4th	11/4/2010	12/6/2010
5th	12/7/2010	1/19/2011
6th	1/20/2011	2/17/2011
7th	2/18/2011	3/17/2011
8th	3/18/2011	4/22/2011
9th	4/25/2011	5/20/2011

7. Rules, Guidelines, and Governance

Section 7 – Explain the proposed rules and policies for governance and operation of the school.

Describe the key rules and policies that will provide for the governance and operation of the school, including the composition of the governing board, the terms of its members, its officers, and its committees. Explain the decision-making processes the board will use to develop school policies. Detail how the board will exercise financial oversight of the charter school.

The sponsoring entity, Read Foundation (RF), is a non-profit corporation that was established according to Federal and Tennessee non-profit corporation laws. The board of directors of the RF is dedicated to quality education and promotes science, mathematics, and engineering, and technology in school environments. The primary purpose of the foundation is to organize and operate exclusively for charitable, educational, scientific and literary purposes. No part of its net earnings shall inure to the benefit of any private shareholder or individual, no substantial part of its activities shall conduct propaganda or otherwise attempting to influence legislation, and it shall not participate in or intervene in (including the publishing or distributing of statements), any political campaign on behalf of or in opposition to any candidate for public office.

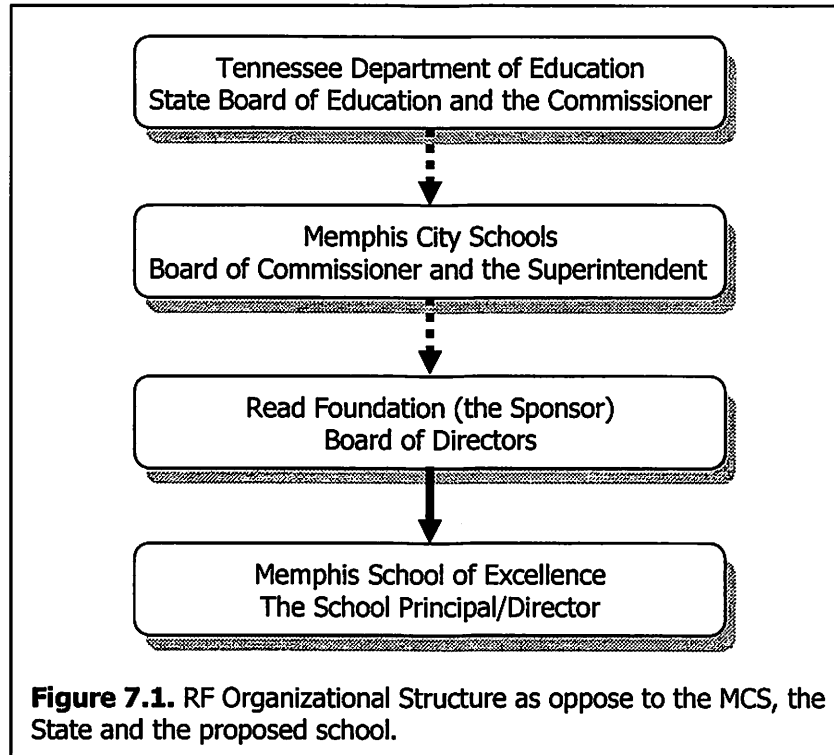
The Read Foundation board will provide the general governance function, which encompasses legal responsibilities, general oversight, planning, and fiduciary obligations. The board members of RF will carry out their statutory responsibilities associated with establishing and monitoring the charter school in an efficient and ethical manner and in compliance with local and all other applicable state and federal laws and regulations.

Members of the Read Foundation understand that the ultimate responsibility lies within its governing body and the Board members of the RF are accountable to the Tennessee Department of Education and Memphis City Schools (see figure 7.1). The RF will ensure that the proposed school is operated according to this charter. The RF may not delegate the following duties:

- a. final authority to approve, adopt and/or amend the budget of the charter school,
- b. final authority to approve direct disposition or safekeeping of public records; and
- c. final authority to approve audit reports.

Number of directors may never be less than five (5). The number of the directors may be increased or decreased as needed by amendments. The proposed school's principal shall sit in the board meetings as a non-voting member to inform them of daily operations. The board of directors

protects the public interest and upholds the public's trust by applying the highest standards of service in governing the school according to its by-laws, and relevant state and federal statutes. It is the duty of the board to make plans, establish policies, and assess the performance of the school as a whole.



The board members' main goal is to ensure that all necessary resources are available to accomplish the mission and goals of the organization. Thus, the board will delegate to the appointed principal authority and decision making responsibility for day-to-day operations of the school, including but not limited to: hiring and firing school staff, designing the school's curriculum, and creating the school's annual budget (subject to board approval). The board members' responsibilities include but are not limited to:

- Affirm the mission, goals and objectives,
- Attend regular and special board meetings,
- Provide leadership to board sub-committees,
- Help preparing the budget along with the principal and business manager
- Commit time to developing financial resources for the charter school,
- Evaluate the performance of the principal,
- Establish and maintain all policies governing the operation of the charter school,;
- Ensure that the school adheres to the mission and goals outlined in the charter,

- Hold the principal accountable for the academic success and fiscal responsibility of the school;
- Provide support to the school for additional fund-raising, marketing and other services as needs arise,
- Hear and render decisions on issues brought to the board's attention,
- Participate in disputes that are brought to the board's attention as they relate to the school's discipline policy, especially disputes arising in the areas of expulsion and long-term suspension,
- Handle complaints submitted to the board in a timely manner per the complaints process detailed in the charter application.
- Responsibly review and act upon sub-committee recommendations,
- Assist in identifying resources and attract resourceful people, and
- Advocate on behalf of the school by working to establish partnerships with community organizations, institutions of higher learning, nonprofit foundations and corporate entities that support education through noncommercial relationships.

Board members will play an active role in the activities of the sub-committees listed below:

1. Academic Policy: Reviews curriculum to ensure compliance with the mission of the school; recommends policy changes to the RF board where appropriate; and participates in the development of program development and evaluation.

2. Personnel: Reviews and recommends job descriptions to the RF board; reviews principal's recommendations for hiring and firing employees and makes recommendations to the RF board; and provides advice on personnel matters to the RF board and the principal.

4. Finance: Drafts annual operating and capital budgets for approval by the RF board (sponsoring entity); reviews monthly actual revenues and expenditures of the operating, capital, and enterprise activities and presents the same to the RF board; and provides advice on financial matters to the RF board and the principal.

5. Facilities and Equipment: Determines space and equipment needs and costs associated therewith; develops plans for any necessary renovations to site; monitors ongoing compliance with regulations; and oversees maintenance of building and equipment.

Memphis School of Excellence will provide an atmosphere of caring and respect for its students and staff. The fundamentals of a productive relationship between the teachers and the administration will be laid out during the hiring process by effectively communicating the goals and objectives of the school to the teachers. The RF Board will be responsible for making sure that both the administration and the faculty are aware of being part of the same team and the only way to become successful is if everyone does his or her job with integrity and efficacy.

Members of the RF board recognize the fact that parental involvement is a key element in overall student success. The parents will always be encouraged to participate in any part of the school

activities and board meetings. A parent will be nominated and elected to be a member of the RF board within six months of the beginning of school operation.

Roles and Responsibilities: The officers of the RF shall be a president, a vice president, a secretary, and a treasurer. The board members may create additional officer positions, define the authority and duties of each such position, and elect or appoint persons to fill the positions. Any two or more offices may be held by the same person, except the offices of president and secretary. The officers of the RF and their roles and responsibilities of each of these positions are detailed below:

President: The president shall be the chief executive officer of the foundation and is to ensure that the mission of the school is being fulfilled at all times. The president shall supervise and control all of the business affairs of the foundation. The president shall preside at all meetings of the members and of the RF. The president may execute any deeds, mortgages, bonds, contracts, or other instruments that the RF board members have been authorized to be executed. However, the president may not execute instruments on behalf of the school if this power is expressly delegated to another officer or agent of the school by the RF board members, the bylaws, or statute. The president shall perform other duties prescribed by the RF board members and all duties incident to the office of president.

Vice President: The role of vice president is to serve as chief executive officer if the president is absent or unable to act, or refuses to act, a vice president shall perform the duties of the president. When a vice president acts in place of the president, the vice president shall have all the powers of and be subject to all the restrictions upon the president. If there is more than one vice president, the vice presidents shall act in place of the president in the order of the votes received when elected. A vice president shall perform other duties as assigned by the president or Board of directors.

Secretary: The role of the Secretary is to administrate documentation and communication of RF board activities. The Secretary shall:

- Give all notices as provided in the bylaws or as required by law;
- Take minutes of board meetings and keep the minutes as part of the corporate records.;
- Maintain custody of the corporate records and of the seal;
- Prepare any correspondence the Board deems necessary;
- Maintain a calendar of all scheduled board meetings; and
- Perform duties as assigned by the president.

Treasurer: The role of the Treasurer is to oversee the financial processes of the foundation and the proposed school to ensure that: 1) the corporation is fiscally stable; and 2) all transactions are documented in accordance with GAAP principles. The treasurer shall:

- Have charge and custody of and be responsible for all funds and securities of the foundation;
- Oversee the implementation and management of the foundation's budget;
- Maintain the financial books and record of the foundation;
- Prepare financial reports;
- Perform other duties as assigned by the president;
- Review the school's annual budget periodically;
- Oversee the preparation of monthly accounting statements.

Management: The RF board shall be notified of progress in the areas of academics, financial and parental involvement via monthly meetings by the school administrators. All information provided by the school administrators will be verified by random, spot checks by a designated member of the board. Academic reports must take the form of results from the most recent state, city or teacher-generated tests and must benchmark these results to the school's prior results.

Notices: All meeting (Annual, Regular, and Special Meetings) notices must be in writing. The written notices must be posted and must be readily accessible by the general public at all times for at least 72 hours before the scheduled time of the meeting. The written notice shall include agenda items, day, time, and the location of the meeting. The written notice shall use plain, concise English.

Election of Officers: The officers of the RF board shall be elected annually by the RF board members at the regular annual meeting. If the election of officers is not held at this meeting, the election shall be held as soon thereafter as is conveniently possible. Each officer shall hold office until a successor is duly selected and qualified. An officer may be elected to succeed him or herself in the same office.

Removal of Officers: Any officer elected or appointed by the RF board members may be removed by the RF board members with a simple majority with or without good cause. The removal of an officer shall be without prejudice to the contract rights, if any, of the officer.

Election of RF Board Member: A person who meets the qualification requirements to be a RF Board member and who has been duly nominated by RF board members may be elected as RF

board member. RF board members shall be elected by the vote of a majority of the directors. Each member shall hold office until a successor is qualified and elected. A RF board member may not be elected to succeed himself or herself as director.

Removal of RF Board Member: Board of directors of the RF may vote to remove a board member at any time, only for good cause. Good cause for removal of a director shall include the unexcused failure to attend three consecutive meetings of the RF board. A meeting to consider the removal of a member may be called and notified following the procedures provided in the bylaws. The notice of the meeting shall state the issue of possible removal of the member will be on the agenda and the notice shall state the possible cause for removal. The member shall have the right to be represented by an attorney at and before the meeting. At the meeting, the RF shall consider possible arrangements for resolving the problems that are the mutual interest of the school and RF. A member may be removed by the affirmative vote of fifty-one (51) percent of the RF board members.

Vacancies: Any vacancy occurring in the RF board, and any members' position to be filled due to an increase in the number of directors, shall be filled by the RF board members. A vacancy is filled by the affirmative vote of a majority of the remaining members, even if it is less than a quorum of the RF board of directors, or if it is a sole remaining member. A new member elected to fill a vacancy shall be elected for the unexpired term of the predecessor in office.

Terms: The officers of the RF board shall be elected annually by the RF at the regular annual meeting of board of directors. If the election of officers is not held at this meeting, the election shall be held as soon thereafter as is conveniently possible. Each officer shall hold office until a successor is duly selected and qualified. An officer may be elected to succeed himself or herself in the same office.

Code of Ethics: It is important that each board member recognize that he or she is a public official charged with an important responsibility. In view of the fact that each and every board member is elected to his or her position and pledges to properly serve the citizens of the given community, each member has a profound responsibility to the voters who have elected him or her. Following this, representation should at all times serve the best interests of the students in the school as a whole rather than the interests of other entities. Members of this unique board are volunteers and no board member is paid for the services he or she provides. To this end, the board members, officers, and employees of the Read Foundation and Memphis School of Excellence will declare

their acceptance of the standards of practice set forth herein, and their solemn intent to honor them to the limits of their ability as outlined in the following Code of Ethics:

1. The board members and the school administrators shall not engage in any "self-dealing transactions". "Self-dealing transaction" means a transaction to which the school is a party and in which one or more of the directors has a material financial interest.
2. Every board member has the right to participate in the discussion and vote on all issues before the board or any board committee, except that any director shall be excused from the discussion and vote on any matter involving such director relating to;
 - (a) A conflict of interest,
 - (b) Indemnification of that director uniquely; or
 - (c) Any other matter at the discretion of a majority of the board members.
3. No directors or officer of the RF or key employees of the school shall have any contract interest or other business transaction with the proposed school.
4. Directors representing any not-for-profit corporation shall not engage in any business transaction with the proposed school.
5. No director, officer, or employee of a for-profit corporation having a business relationship with the charter school shall serve as voting member of the board of directors for the duration of such business relationship.
6. In no instance shall a director, officer, or employee of a for-profit educational management organization having a business relationship with the charter school serve as a voting member of the board of directors for the duration of such business relationship.
7. Directors shall avoid at all times engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the board.
8. Directors shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.
9. Directors shall not use his or her position with the school to acquire any gift or privilege worth \$20 or more that is not available to a similarly situated person, unless that gift is for the use of the charter school.
10. Directors, officers, or employees may never ask a subordinate, a student, or a parent of a student to work on or give to any political campaign.

If the member of the board or a committee has reasonable cause to believe that a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose. If, after hearing the response of the member and making such further investigation as may be warranted in the circumstances, the board of directors or committee determines that the member has in fact failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action. The minutes of the board of directors and all committees with board-delegated powers shall contain:

- *Names of Persons with Financial Interest:* The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine

whether a conflict of interest was present, and the board of directors' or committee's decision as to whether a conflict of interest in fact existed.

- **Names of Persons Present:** The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection therewith.

Each board member, the principal, officers and sub-committee members with board-delegated powers shall annually sign a statement which affirms that such person;

- Understands that the foundation is a charitable organization and that, in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

To ensure that the foundation operates in a manner consistent with its charitable purposes and that it does not engage in activities that could jeopardize its status as an organization exempt from federal income tax, the foundation may conduct periodic reviews.

Board Member Training: In order to establish a strong board, orientation and training is necessary for board members to understand the school laws, accountability and compliance requirements, and their overall responsibilities. Upon approval of the charter proposal, the Board president and the secretary will organize an orientation program along with the campus principals. The goals of the Board orientation will be to:

- Discuss the mission, vision, and goals of the proposed school ;
- Communicate the mission, goals, and values of the proposed school;
- Define the roles and responsibilities of the Board;
- Provide an overview of the proposed school's educational program; and
- Discuss the bylaws of the Board.

In addition to initial board orientation, board members along with outside professional consultants and legal advisors will be responsible for developing and implementing an effective training for all board members. Board members will receive ten (10) hours of training during his or her first year of service. The Board members training will include six major topics. These topics are: School law, public records, open meetings, school finance, health and safety, and public accountability. The subsequent years, the board training will be three (3) hours for returning members. Board trainings will be on-going and will address issues pertinent to non-profit governance, school management, and administration. The board training will address the following topics;

- a) School law
- b) Public Records
- c) Open Meetings
- d) School Finance
- e) Health and Safety

f) Public Accountability.

To complete this ten hour training, Board members will participate in workshops, seminars, and conferences at local and national levels. Additionally professional consultants, lawyers, educators who have extensive knowledge and expertise in those six areas listed above will be hired to provide board training workshops. There will be on-going opportunities for additional training and professional development for the board including, but not limited to visits to other top performing public and private schools in the area.

Financial Oversight: The principal is required to submit a Budget Status Report (or Board Report) periodically to the RF board. The RF board will review these reports in its regular meetings. The principal and/or the business manager will provide any further explanation or clarification sought by the board members. These monthly reports will enable the board to closely monitor the financial status of each school. In addition, periodic internal audits will be conducted by the financial sub-committee to identify any financial corrections that may be required. The following section briefly explains the internal audit process.

Internal Audit and Scope: Internal Audit is an independent appraisal function established to examine and evaluate the School's activities as a service to the Board and the principal. When needed, the RF board will hire a consultant to perform an internal audit for its programs and operations. The following areas have been identified for audit coverage:

Account Payable	Maintenance & Operations
Account Receivable	Personnel & Payroll
Attendance	Travel Expenses
Cash	Purchasing & Warehouse Operations
Budget Formation	State/Federal Grants
Capital Projects	Food Service
Data Processing	Assets & Liabilities
Financial Reporting	Energy/Utilities
Curriculum and Instruction	After School Programs
Technology Integration	Facility and Acquisitions

Additional key rules and policies for school operation may be found in Appendix O.

8. Board Members' Data

Section 8 - Provide the names and addresses of the members of the governing body.

Summarize each board member's relevant experience and qualifications and attach their resumes. Provide contact information, and designate board officers by position. Briefly explain how these members will help contribute to your school's mission.

The overarching goal of MSE school board is to develop, support, and sustain a high performing charter school. To deliver excellent and equitable educational services to all our students at MSE, the school board will focus on the outcome; student success. The role of the current board will be to communicate the vision and mission of the proposed school to those who are unaware in the community; board members should act as public relations agents for the school. As a result, the board will add value to the school by promoting and creating its positive image.

As Memphis School of Excellence grows and ultimately reaches full capacity, members of the board may inevitably be evolved. Eventually, community members who share in this mission and vision may be asked to be a member of the school board. The board will ideally be consisting of community members and interested parties that represent a variety of stakeholders, backgrounds, and professions.

In order to establish an effective school board and to sustain it over long period of time to help contribute our school mission, board of directors must receive and participate in board trainings and orientations. During these trainings, new board members will learn how to contribute school vision and mission when adapting new policies and programs that will best produce educational achievement.

Board of directors of the Read Foundation will be the governing body of the Memphis School of Excellence. The members of the RF are made up of dedicated educators and distinguished community members. The RF members possess expertise in education, finance, management, and non-profit governance. In addition, the RF members have a great deal of experience in school administration, medicine, science, mathematics, and computer education at a national as well as at an international level. Members of this unique board are volunteers and no member is paid for the services he or she provides. In addition, Memphis School of Excellence is supported by various community members and business people in the City of Memphis. The RF members are inspired

by the opportunity that will be given to them to prepare students for a future that will ask much of them.

Individually and collectively, each member of the RF has outstanding experience and qualifications that are necessary to govern a successful charter school. Mr. Cem Akkus is an educator and consultant to a charter school and helped to create after school programs for underprivileged students. Mr. Foster is a community activist who helped to establish a non-profit organization to help drop-out students and promote academic excellence among 4 to 14 years old youth. Mr. Celikok is a manager and involved in the activities and management of a well known corporation (FedEx) in Memphis. Mr. Celikok is also expert in finance and economics and teaches at Fogelman College of Business and Economics. Ms. Aktas-Kocak has been working as administrator at a teaching and research hospital. Dr. Connolly is a professor of anthropology at University of Memphis and director of the C.H. Nash Museum at Chucalissa. Dr. Connolly organized and conducted many educational and cultural programs for students and adults. Mr. Kuscu is a computer specialist who helped hundreds of students during after school programs. The detailed resumes and contact information of the RF board members are given in **Appendix G**.

Below are the names and short biographies of our board members, as well as their experience in relevant areas such as secondary and/or postsecondary education, administration and management in areas of business, finance, management, and nonprofit governance.

Board Member #1:

Position : President
Name : Cem Akkus
Address : University of Memphis, 001 Johnson Hall, Memphis, TN 38152
Phone : 646-387-9885
Email : cakkus@memphis.edu

Mr. Cem Akkus: Mr. Akkus received his both bachelor and master degrees in the area of Geomatics. Following his undergraduate graduation, he worked for EMI Mapping and Computing Inc. as a CAD/GIS specialist for three years while he was earning his MS degree. Upon receiving a scholarship from Ein Blick in Die Zukunft e.V, he moved to Germany in 2005. After completing his studies in Germany, he received an offer from Infoserve Technologies Inc. as a Control Engineer in Glendale, and moved to NY in 2006. Following this corporate experience, he was accepted to a Ph.D. program with full-time teaching position at the University of Memphis. Mr. Akkus has a special interest in GIS (Geographical Information Systems) and RS (Remote Sensing). He is currently teaching Landforms and GIS labs at University of Memphis. In addition, he is involved in several projects such as USA Early history and DRA (Delta Regional Authorities)

medical issues. As an educator, Mr. Akkus organized and took part in multifarious educational and cultural activities whenever possible in Germany, New York and Memphis. Mr. Akkus has a great deal of passion for children. He organized after school and tutorials programs for underprivileged children who are academically deficient, neglected.

Board Member #2:

Position : V. President
Name : Mutlu Celikok
Address : 901 Wildbird Cove Collierville, TN 38017
Phone : 901-854-7886
Email : mcelikok@gmail.com

Mr. Mutlu Celikok, Vice President: Mr. Celikok has been a Memphis resident and currently works at FedEx, as Marketing Manager in Digital Access Marketing department. He also serves as Adjunct Instructor at the University of Memphis, Fogelman College of Business and Economics. He received his M.B.A. degree from University of Georgia, and B.Sc. in Industrial Engineering. He has experience in a wide array of academic and professional assignments including seven years experience in management role, utilizing advanced technology and contemporary management techniques to resolve challenging issues.

Board Member #3:

Position : Treasurer
Name : Ozgenc Aktas-Kocak
Address : 198 Island Bluff Drive Memphis, TN 38103
Phone : 901-528-9299
Email : ozgenc13@msu.edu

Mrs. Ozgenc Aktas-Kocak, Vice President: Mrs. Kocak received her Masters degree from Michigan State University, East Lansing, MI in the field of Student Affairs Administration. In addition to her graduate work at MSU, Mrs. Kocak volunteered in the office of International Students and Scholars at MSU. During her master's program and being an academic advisor for many undergraduate students, she gained invaluable experience as thru practicum. Upon her graduation, she was also offered an academic advisor position at MSU and continues to gain invaluable experience in that position. In 2002, both her husband and her moved to Memphis and began working at St. Jude Children's Research Hospital. She believes she has a great deal of experience regarding the academic affairs and programs of a high performing organization. This experience provides her opportunity to serve at the Memphis School of Excellence.

Board Member #4:

Position : Secretary
Name : Emin Kuscu
Address : 4912 Park Ave Memphis TN, 38117
Phone : 615-243 9235
Email : ekuscu@utmem.edu

Mr. Emin Kuscu, Secretary: Currently, has been working at the University of Tennessee Health Science as a Sr. computer programmer. He has a M.S. degree at Tennessee State University. In his career, Mr. Kuscu taught mathematics, science, and computer related courses at high school and graduate school levels. Because his graduate studies involved in Robotics, Mr. Kuscu helped students to teach robotics during after school and Saturdays. He designed workshop for middle and high school students to program robots. In addition, Mr. Kuscu played an integral role developing a school database for Fulton Science Academy, a successful charter school in Atlanta.

Board member #5:

Position : Member
Name : Robert P. Connolly
Address : 480 S. Greer St., Memphis, TN 38111
Phone : 901-323-5625
Email : rpost54@bellsouth.net

Dr. Connolly, a resident of Memphis, currently is an Associate Professor in the Department of Anthropology at the University of Memphis and Director of the C.H. Nash Museum at Chucalissa. His academic training is in Anthropology. He received his B.A. and M.A. from the University of Cincinnati and his PhD from the University of Illinois at Urbana-Champaign. He has experience in a wide range of academic and community advocacy settings. Prior to moving to Memphis he served on the faculty of the University of Louisiana at Monroe and was the Station Archaeologist at the Poverty Point Earthworks. He has given hundreds of presentations on prehistoric and historic American Indian cultures to school and community groups. He has served as a mentor for the Faith and Works Initiative at Millsaps College along with activity in community advocacy groups around housing, education, and medical care. In addition, Dr. Connolly is currently a regular participant in Medical Missions to rural Panama sponsored by the Episcopal Diocese of Mississippi.

Board member #6:

Position : Member
Name : Marlon T. Foster
Address : 590 Jennette Place Memphis, TN 38126

Phone : 901-942-1512
Email : marlonf@bellsouth.net

Marlon T. Foster is the 36 year old Founder and Executive Director of Knowledge Quest, Inc., a community development organization whose mission is “to promote community strength and economic independence through education, work and development of community-based enterprises.” Marlon struggled and attained for three years post of obtaining his college degree in a relentless effort to make his vision a reality, establishing the organization in 1998. Knowledge Quest is a vibrant and ever expanding organization whose credibility is proven through the lives of its participants. The organization is most known for its promotion of academic excellence in after school settings among Memphis’ youth ages 4-14.

Seven years later, Mr. Foster founded Christ Quest Community Church, a non-denominational Christian church rooted in social justice and evangelism. He is a lifelong resident of Memphis, grew up and presently lives in the community in which Knowledge Quest/Christ Quest is headquartered. In addition, Mr. Foster continues to share his insight on community and faith building with fellow nonprofits, small businesses, churches and higher learning institutions in numerous volunteer and professional capacities.

Marlon Foster holds a Bachelor of Business Arts Degree from LeMoyne-Owen College and a Master of Divinity Degree from Memphis Theological Seminary. Currently he serves the Seminary in an adjunct capacity guiding entry level students in courses surrounding Faith Formation. Private donors and institutional leadership recently established *The Rev. Marlon and Sheila Foster Professor of Pastoral Theology and Homiletics*, of whom Dr. Lee Ramsey currently occupies the Chair, in honor of his humanitarian efforts. He is married to Sheila Foster, a Spanish Teacher and Consultant and they have three children: Marlon II, Alexandria and Victoria.

Board member #7:

Position : Member
Name : TBD (Prospective Parent)
Address : N/A
Phone : N/A
Email : N/A

9. Enrollment and Admission

Section 9 - Describe the anticipated student enrollment and the non-discriminatory admission policies.

Provide the number of students you anticipate to enroll for each of the first five years of the school's operations. Detail any planned outreach and recruitment strategies. Describe how the school will proceed if the number of applications exceeds the number of available spaces. Explain how your recruitment plan and admission policies will comply with state and federal law regarding nondiscrimination.

Memphis School of Excellence will follow all federal and state laws and constitutional provisions prohibiting discriminations on the basis of race, sex, disability, creed, religion, color, nationality, ancestry, or need for special education services.

Recruitment of students shall be the responsibility of MSE. The recruitment process will include public notice through newspaper advertisements, direct mail, community information sessions, and announcements in local newsletters as well as notices on the school's website. Open houses, school tours and presentations are also part of the recruitment activities. During this recruitment process, MSE will provide parents of potential students with accurate information about the programs, services and amenities available at MSE, and will highlight the unique characteristics.

MSE will recruit the students who are eligible to attend the Memphis City Schools. Similar recruitment techniques will be utilized every school year during the recruitment season. Except for the initial year of operation, MSE agrees to complete registration for the upcoming school year and provide the names and addresses of all accepted students to the school no later first day of August. The following timetable will be followed, as amended by MSE administration, for student recruitment and admission process.

Nov-Feb	Recruitment activities
Jan-Feb	Applications from prospective students
Early March	Lottery and Winner's registration
Late March	Waiting List Registration
April-July	Waiting List Registration continues until the capacity is filled.

MSE will start with 250 students and reach its full capacity of approximately 475 students by the beginning of year 5 as given in the following table.

Year	Grade Levels	Total Student Enrollment
Year One	6-9	300
Year Two	6-10	350
Year Three	6-11	400
Year Four	6-12	475
Year Five	6-12	475

MSE will enroll eligible students defined below;

Requirements for students to be able to attend Tennessee charter schools are the priorities in MSE admission policy. T.C.A. 49-13-106 defines eligible public charter school students as:

- 1. Students who were previously enrolled in a charter school;*
- 2. Students who are assigned to, or were previously enrolled in, a school failing to make adequate yearly progress, as defined by the state's accountability system, giving priority to at-risk students;*
- 3. Students who, in the previous school year, failed to test proficient in the subjects of language arts/reading or mathematics in grades three through eight (3-8) on the Tennessee comprehensive assessment program examinations;*
- 4. Students who, in the previous school year, failed to test proficient on gateway examinations in language arts/reading or mathematics;*
- 5. (i) Students who are eligible for free or reduced-price lunch and who are enrolled in LEAs that have an average daily membership (ADM) of fourteen thousand (14,000) students or more and three (3) or more schools which have missed the same benchmark for adequate yearly progress for two (2) or more consecutive years resulting in such schools being designated as high priority schools.*
(ii) Notwithstanding the provisions of subdivision (E)(i) to the contrary, any LEA operating in this state may choose by a two-thirds (2/3) majority vote of local board of education to allow students eligible for free and reduced-price lunch to be eligible to attend charter schools.

MSE will conduct an initial student application period of at least thirty (30) days. During the initial student application period, students meeting the requirements of T.C.A. 49-13-106(a)(1)(A)-(D) will be given priority. If MSE eligible applications exceed the planned capacity of the public charter school, all eligible applicants will have an equal chance of being admitted through a random selection process which will be done at an announced location/time in front of the prospective parents/students. Waiting lists will also be generated by a random selection process. If the number of students seeking to be enrolled who meet the requirements of T.C.A. 49-13-106(a)(1)(A)-(D) does not exceed the capacity of program, class, grade level or building, then after the initial student application period, the MSE will enroll students in such program, class, grade, or building who meet the requirements of T.C.A. 49-13-106(a)(1)(E).

Due to the Tennessee Public Charter School Act of 2002, Chapter 13, section 113, MSE will give preference to the siblings of a pupil who is already enrolled and to the children of a teacher, sponsor or member of the governing body of the MSE, not to exceed ten percent (10%) of total enrollment or twenty-five (25) students, whichever is less.

A student may withdraw without penalty from MSE at any time and enroll in a local school district or in a school in the system in which the student resides, pursuant to the rules and regulations of that school system. However, MSE will actively recruit and admit students who have at risk characteristics and transfers students who attend the MCS's failing schools throughout the year based on the availability of MSE.

MSE will implement a student recruitment strategy that includes the following strategies to ensure fairness and diversity in the MSE admissions process:

- 1) An enrollment process that is scheduled and adopted to include a timeline that allows for a broad based recruiting and application process.
- 2) The informational and promotional materials development that appeals to all of the various racial and ethnic groups
- 3) The appropriate development of these materials in languages other than English to appeal to limited English proficient populations.

The distribution of these materials reaches variety of community groups and agencies that serve the diverse racial, ethnic, and interest groups in the district. So, MSE governing board has come up with the following targeted MSE student population based on the district demographics.

Projected Student Population	
Subgroups	Percentage
Asian	~3
Black	~85
Hispanic	~3
White	~9
Economically Disadvantaged	~85
Student with Disabilities	~10

To be eligible for admission, the student must provide 1) proof of residence in the city, and 2) proof of minimum age and completed application form. Application forms will require a student's name; date of birth; grade level; address; names, addresses, and phone numbers of parents/guardians and child's pediatrician; immunization record; names of siblings also applying; and a signature verifying that the information is correct and the parents/guardians are choosing education at MSE for their child. Application forms must be submitted to the school by the annual deadline determined by the governing board.

The following is the proposed MSE enrollment plan for the upcoming five year duration.

Grades	Years				
	2010-11	2011-12	2012-13	2013-14	2014-15
6	100	75	75	75	75
7	<u>100</u>	100	75	75	75
8	<u>75</u>	<u>100</u>	100	75	75
9	25	50	75	100	75
10		25	50	75	75
11			25	50	75
12				25	50
Total	<u>300</u>	<u>350</u>	400	475	475

10. Student Code of Conduct

Section 10 - Explain the code of behavior and discipline of the proposed public charter school.

Describe the school's proposed policies regarding student behavior and discipline, including the standards of behavior and the school's approach to encouraging positive behavior. Detail how these policies will create an environment for learning.

School environments that are positive, preventive, predictable, relevant & effective (a) are safer, healthier, & more caring; (b) have enhanced learning & teaching outcomes; & (c) can provide continuum of behavior support for all students. The climate of a school is a major factor in establishing and maintaining high standards of behavior and discipline. This will involve a strong sense of community within the school and a high level of co-operation among staff and between staff, students and parents. The school staff needs to be aware of the fact that the values of the home and of the wider community which it serves may differ from the values which the school tries to promote.

Ideally, teachers should be familiar with the relevant factors influencing the families of their students. A high level of co-operation both within the school and between the school and the wider community is best achieved through good relationships.

A positive school climate, built on high expectations and standards of behavior, is essential for a successful learning environment, and for a happy, thriving place in which to learn and work. Memphis School of Excellence's climate is based on the quality of relationships, both the professional relationships between teachers and the ways in which students and teachers treat each other. This positive climate permeates the activities of the school and helps in forming a strong sense of social cohesion within the school. The Board of Management will have a role to play in the maintenance of desirable standards of behavior in a school. It will be supportive of the Principal in the application of a fair code of behavior and discipline within the school. The policy will aim to create a positive school climate where learning and development can take place and to promote the highest possible degree of consensus about standards of behavior among staff, students and parents. A whole school policy will become part of the climate of the school and will be clearly understood by students, parents and the wider school community.

Memphis School of Excellence is committed to maintaining high standards of education for students in the schools. Because MSE believes that order and discipline are essential to being educated effectively, MSE is also committed to creating and maintaining high behavioral standards and expectations. An orderly educational environment requires that everyone in the school community play a role in contributing to an effective environment. It also requires the development and implementation of a code of discipline that clearly defines individual responsibilities and provides for appropriate disciplinary options and responses.

MSE believes that order and discipline must be a shared responsibility between school, home and community. This Code of Conduct was developed in collaboration with student, teacher, administrator and parent organizations, school safety personnel and other Board-approved school personnel. Finally, it is our belief that, to be effective, such a code must:

- identify, recognize and emphasize acceptable behavior;
- identify, recognize and prevent unacceptable behavior;
- promote self-discipline;
- consider the welfare of the individual as well as that of the school community as a whole;
- promote a close working relationship between parents/guardians and the school staff;
- distinguish between minor and serious offenses, as well as between first time and repeated offenses;
- provide disciplinary responses that are appropriate to the misbehavior;
- outline procedures to ensure that it is administered in a way that is fair, firm, reasonable, and consistent;
- encourage a high regard for every person's right to reasonable hearing procedures and due process when accused of misconduct; and
- comply with the provisions of federal, state and local laws, as well as the guidelines and directives of the Tennessee State Department of Education.

Our emphasis is on reinforcing positive behavior, rather than on a focus on failures or lapses.

Methods used to encourage positive behavior are:

Rewards - The most common reward is praise, informal and formal, public and private, to individuals and groups. There are also some more formal reward systems which currently include:

- **Stickers and Certificates** – Sticker books accompany children throughout their time at Little Green and stickers will be collected by the child as a reward. Certificates are issued for a range of achievements.
- **Golden Time** - Golden Time works on the basis of rewarding children who consistently maintain good standards and is aimed primarily at the majority of children who day in and day out come to school and behave well. Each child starts each week with a basic entitlement of thirty minutes Golden Time, usually towards the end of each week. If a child continues to break a rule after a warning they lose

this privilege. See overleaf.

- **Golden Time Plus** is an extra event held each term to reward children who behave well consistently throughout each half term. A fresh start is made each half term.
- **Encouraging Positive Play** - In order to encourage positive play at lunchtimes, a range of play equipment is provided. Its distribution and management is organized by the School Council and involves participation by all children in the school, in order to allow the children to take responsibility.

A school's primary concern in establishing a code of discipline is to enable our young people to become responsible, respectful and caring citizens within the school and community settings. To that end, MSE provides a variety of programs and services which promote the development of good character, including the knowledge, skills, and abilities that enable each student to make informed, responsible choices. The Board of Directors is responsible for ensuring that essential regulations are established and adequate discipline is maintained in the operation of the schools to effectively promote safety, as well as the social and educational growth of the students. Administrative regulations are developed and enforced by the school administration and staff.

The parent/guardian is expected to assume primary responsibility for control of his or her child. The parent/guardian may be called upon to actively cooperate with the school in providing the necessary structure to promote his or her child's social and educational growth. To this end, the school will encourage a high degree of parent-school communication.

Disciplinary measures available to the administration of each school building include conferences, detention, in-school suspension, out-of-school suspension, and administrative hearings with a designated hearing officer. Administrative hearings may result in out-of-school suspensions of more than five days and, in particularly serious cases, a student may be permanently suspended from school.

Memphis School of Excellence has as its goal helping every student fulfill his or her intellectual, social, physical, and emotional potential. Everything in and about the school has been designed to create an orderly and distraction-free environment in which all students can learn effectively and pleasantly. To foster this kind of learning environment, the MSE administrators and teachers shall not allow the following types of behavior during school, on school property, or at or during any school-sponsored activity.

The Board expects all charter school students to be treated with dignity and respect. While we realize that the State of Tennessee allows for the use of corporal punishment, Memphis School of Excellence prohibits it. The Board will not approve a charter school that employs corporal punishment.

The school has disciplinary authority over a student:

- During the regular school day, when the student is within 300 feet of the school's real property boundary line, and while the student is going to and from school on school transportation.
- During lunch periods in which a student is allowed to leave campus.
- While the student is in attendance at any school-related activity, including summer school, regardless of time or location.
- For any school-related misconduct, regardless of time or location.
- When criminal mischief is committed on or off school property or at a school-related event.
- When retaliation against a school employee or volunteer occurs or is threatened, regardless of time or location.
- When the student commits a felony offense in the community, as provided by Tennessee Education Code.
- Pursuant to any code of conduct adopted at the campus level relating to participation in a student club, organization, or extracurricular activity.
- For any mandatory expulsion offense committed while on school property or while attending a school sponsored or school-related activity of another MSE in Tennessee.

Note: In addition to disciplinary consequences, misdemeanor and felony offenses committed on campus will be reported to and handled by the appropriate law enforcement agency.

Classroom rules in every classroom:

1. Be in your assigned seat, ready to work before the tardy bell rings.
2. Bring pencils, pens, paper, books, and all assigned materials to class.
3. Keep your hands, feet, books and objects to yourself.
4. Do not engage in behavior that keeps the classroom from functioning.
5. Follow directions the first time they are given.
6. No gum, food, or drink allowed in the building except in designated food service areas.
7. Raise your hand before talking. If you are given permission, stand up and talk. (excluding normal class discussions)
8. Every student must have a hall pass with him/her at all times. No exceptions.
9. No students may leave the class without a hall pass.

Substitute teachers, part-time teachers, mentors, and tutors have the same authority and rights as the regular classroom teachers. Homerooms periods and after school class periods are also regarded as class periods in terms of validity and effectiveness of classroom rules.

One or a combination of following consequences for violating daily classroom rules may be implemented:

- Discipline points as part of the DPS
- Written warning
- Teacher's option
- Parent contacted
- Sent to the office or Dean of Discipline

Discipline - Positive Reinforcement

The teacher will reinforce positive behavior through any of these ways.

1. Oral praise
2. Note to parents
3. Phone call to parents
4. Parties
5. Trips, picnics
6. Personal notes to student
7. Notes accompanying report cards
8. Notes on papers, tests, etc.

Discipline: School-Wide Rules

Each student is expected to

- Demonstrate courtesy and respect, even when/if others do not.
- Behave in a responsible manner, always exercising self-discipline/control.
- Attend all classes, regularly and on time.
- Be prepared for each class; take appropriate materials and assignments to class.
- Meet MSE as well as campus standards for grooming and dress.
- Obey all campus and classroom rules.
- Respect the rights and privileges of all students, teachers, and other MSE staff as well as volunteers.
- Respect the property of others, including MSE property and facilities.
- Cooperate with and assist school personnel, including volunteers, in maintaining safety, order, and discipline.
- Adhere to all requirements of the currently adopted Student Code of Conduct.

Discipline: Severe Clauses-Immediate Office Referral

Immediate office referral can be warranted when the student does any of the following:

- Commits or threatens to commit physical harm to another student or adult.
- Possesses or uses tobacco and/or drugs on or near the school campus.
- Possesses a weapon or any object deemed as a weapon.
- Damages or destroys property belonging to a student, the school or to a teacher.
- Swears, makes rude gestures, cruel teasing or put-downs.

If at any time a student's disciplinary record includes five (5) documented disciplinary actions within a school year or if serious or unacceptable behavior occurs, the student may be removed from school.

Serious misbehavior or actions occurring outside of a particular classroom are handled at the discretion of the administration. Lack of participation of student and/or parent(s) in the process does not preclude action taken by the MSE administration.

Unacceptable Types of Student Behavior and Consequences

As a student at Memphis School of Excellence, you shall not

1. Fight and Arrange Fights:

School is not a place to arrange fights, whether those fights take place on or off school grounds. Fighting is an instance of physical contact in anger, regardless of whether fists or weapons are used. In all but the rarest of occasions in which one student simply assaults an innocent bystander, any fight will involve disciplining all students involved in the fight. Students who involve themselves in fighting will be sent home for the remainder of the day and he/she will be noted as absent.

Consequences:

1st Offense: Parents/guardian contacted, Up to Three (3) day suspension, possible expulsion.

2nd Offense: Parents/guardian contacted. Possible expulsion

2. Bring Cellular Telephones or Other Electronic Devices:

Radios, Tape or CD Players, iPods, Electronic Games, and/or similar devices are not allowed at school. They disrupt classes and distract others from learning. Students may bring a camera to school with a one-day advance approval notice from the Assistant Principal.

The possession of cellular phones on school property is allowed under the following condition.

All cellular phones must be kept out of sight and turned off between 7:30 am and the dismissal time. Memphis School of Excellence is not responsible for any lost or damaged devices. During school hours, parents should continue to call the school for any emergency situation. We will contact your son/daughter. Do not try to contact them by cell phone or pager. The use of camera phones is strictly forbidden on the school premises at any time. Such use may also be in violation of the criminal code.

Consequences:

1st Offense: Parents/guardian contacted. Confiscation of the devices with retrieval only by parents/guardian along with a \$10 fee. MSE is not responsible for the confiscated items which are not received one week after confiscation.

2nd Offense: Parents/guardian contacted; Up to Two (2) day suspension. Device will be confiscated and device will be given to parent on or after last day of school along with a \$10 fee. MSE is not responsible for the confiscated items which are not received one week after the last day of school.

3rd Offense: Parents/guardian contacted; Up to Three (3) day suspension, possible expulsion.

3. Cheat and/or Plagiarize:

Cheating on tests, plagiarism, and/or any other types of deception to get credit is unacceptable conduct. There must be clear, objective, evidence of cheating for this policy to be used. Examples are cheat sheets, answers on hand, copied tests, copying from another student's test, giving away the answers, passing notes or answers during quizzes or tests, copying homework or class assignments and plagiarism (to take ideas, writing, answers, etc. from another and pass them off as one's own.)

- Looking on or in the possession of notes, papers, books, or other information not allowed by the teacher during any type of examination.
- Looking at another student's work during any type of examination.
- Allowing another student to look upon or use your information for any type of examination or activity.
- Talking about the test or test related information during any type of examination or activity. Plagiarism during the writing of a research paper or any type of assignment that is an obvious attempt to use somebody else's work. (without proper citation)

Each teacher sets his/her own standards of behavior for the classroom, and students are expected to know the standards and procedures for each of their classes and the expectations their teachers have. The administration has reviewed and accepted and will support individual teacher standards and procedures for cheating and plagiarism.

Consequences:

1st Offense: Parent/guardian contacted. Student will receive zero for the assignment; Administrative discretion. One day out of school suspension.

2nd Offense: Parent/guardian contacted. Student will receive zero for the assignment; Administrative discretion, Possible expulsion from the school.

4. Abuse and/or Misuse of Computers and Laboratory Equipments:

Computer hardware and software, and lab equipments are for the benefit of all students. No student may purposefully tamper with the hardware, software, or tools and equipment so that it is

inaccessible to other students. Computers and lab equipment are in the school for educational purposes only. Abuse and or misuse of computers includes

- Loading private software, accessing inappropriate web sites or web pages using school equipment.
- Violating computer use policies including, rules, or agreements signed by the student and/or agreements signed by the student's parent.
- Using the Internet or other electronic communications to threaten one or more student or employee or to cause a material or substantial disruption of the educational environment.
- Sending or posting electronic messages that are abusive, materially or substantially disruptive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal.
- Using e-mail or Web sites at school to encourage illegal or materially or substantially disruptive behavior and/or to threaten school safety.

All science lab equipment and materials are to remain in the lab unless otherwise instructed.

Consequences:

1st Offense: Parents/guardians contacted. At Administrative discretion, under supervision, you will repair, undo, reset, delete, replace or whatever needs to be done to undo the tampering. You may have to pay for computer or lab technicians to undo tampering; Up to two (2) day suspension.

2nd Offense: Parents/guardians contacted; Administrative discretion. You will repair, undo, reset, delete, replace or whatever needs to be done to undo the tampering under supervision. You may have to pay for computer or lab technicians to undo tampering; Up to three (3) day suspension.

3rd Offense: Parents/guardians contacted. Administrative discretion, student will be banned from using any computer and science labs at MSE. Under supervision, you will repair, undo, reset, delete, replace or whatever needs to be done to undo the tampering. You may have to pay for computer or lab technicians to undo tampering; Recommendation for expulsion.

5. Disrupt Learning:

Disrupting learning includes any behavior that prevents other students from learning. It may include but is not limited to use of inappropriate written and verbal language, eating or drinking during class, chewing gum, insubordination, and making noise.

Consequences:

1st Offense: Parent/guardian contacted. Teacher discretion with the recommendation of detention, and/or up to one (1) day in-school suspension.

2nd Offense: Parent/guardian contacted. Administrative discretion including possible detention, and/or up to two (2) day suspension.

3rd Offense: Parent/guardian contacted. Administrative discretion including up to three (3) day suspension, and/or expulsion.

6. Uniform Violations:

Students shall come to school in uniform and in line with specific uniform and appearance limitations described in this handbook. Students will not be allowed to attend class until they are in proper attire. All missed work must be made up.

Consequences:

1st Offense: You will be sent to the office to fix the violation. Parent/guardian contacted. If the violation cannot be corrected, your parent/guardian will be contacted to bring proper attire. Possible one day in-school suspension.

2nd Offense: You will be sent to the office to fix the violation. Parent/guardian contacted. If the violation cannot be corrected, your parent/guardian will be contacted to bring proper attire to you. Possible one (1) day out of school suspension.

3rd Offense: You will be sent to the office to fix the violation. Parent/guardian contacted. If violation cannot be corrected, parent/guardian will be contacted to bring proper attire to you. Up to two (2) days out of school suspension.

4th Offense: You will be sent to the office to fix the violation. Parent/Guardian contacted. If the violation cannot be corrected, your parent/guardian will be contacted to bring proper attire to you. Up to three (3) day suspension with possible expulsion.

7. Use of Drugs and/or Alcohol and Sale or Intention to Sell Drugs and/or Alcohol:

Use of drugs or alcohol means to knowingly possess, consume, use, handle, give, store, conceal, offer to sell, sell, transmit, acquire, buy, represent, make, apply, or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, tranquilizer, non-prescription or prescription drug (except when under the direction of a physician/parent and within school procedure), alcoholic beverage, intoxicant, solvent, gas, or any mood-altering chemical, drug of abuse or any counterfeit-controlled substance of any kind including butane lighters. This prohibition also applies to any type of drug related paraphernalia. If caught, the student will be expelled and law enforcement officials may be contacted.

The sale, distribution, possession, or use of drugs, alcohol, fake drugs, steroids, inhalants, and look alike drugs is prohibited anywhere on school grounds, at any school activity, and on any school transportation. Many drug abuse offenses are also felonies.

Consequences:

Parent/guardian contacted. Direct expulsion proceedings.

8. Give A False Fire Alarm:

Issuing a false fire alarm is a violation of State law. Any student who issues a false fire alarm will be reported to appropriate legal authorities. The penalties for this, especially if any injuries result, are immense; ranging from fine of \$1,000 to \$10,000 and/or jail terms. Making false 911 calls is also a violation of State law. Any student who issues a false call is subject to prosecution by legal authorities. There will be \$100 dollars fine for each false call.

Consequences:

Parent/guardian contacted. Recommended for expulsion. Restitution for any damage.

Possible prosecution by legal authorities.

9. Forgery

Any attempt by a student to sign a teacher's, administrator's, parent's/guardian's, or another student's name to any school document is considered forgery.

Consequences:

1st Offense: Parent/guardian contacted. Two (2) day suspension.

2nd Offense: Parent/guardian contacted. Three (3) day suspension.

3rd Offense: Parent/guardian contacted. Recommendation for expulsion

10. Gamble and Play Cards:

Gambling includes but is not limited to card playing, dice shooting and sports pools and involves the transfer of money or personal belongings or assistance from one person to another. Bringing, trading, and playing any cards such as Pokémon cards, Yu-Gi-Oh cards, non-sports cards, and any other trading cards are prohibited.

Consequences:

1st Offense: Parent/guardian contacted. One day out of school suspension and confiscation of the card(s), dice etc. with retrieval only by parents/guardians along with a \$10 fee. MSE is not responsible for the confiscated items which are not received one week after confiscation.

2nd Offense: Parent/guardian contacted. Up to two (2) day suspension. Card(s) will be confiscated and they will be given to parent only on or after last day of school along with a \$10 fee. MSE is not responsible for the confiscated items which are not received one week after last day of school.

3rd Offense: Parent/guardian contacted. Three (3) day suspension. Recommendation for expulsion.

11. Possession of Inappropriate Materials:

Possession or distribution of pornographic, criminal, hate related, etc materials.

Consequences:

1st Offense: Parent/guardian contacted. Three (3) day suspension.

2nd Offense: Parent/guardian contacted. Recommendation for expulsion.

12. Harass another Student and/or a Teacher, Administrator, or Staff Member:

Harassment means making unwelcome advances or any form of improper physical contact, gesture or sexual remark and any speech, written communication or action that creates a hostile, intimidating or offensive learning environment. Harassment is a violation of Federal Law and is contrary to the Board of Education's commitment to provide a physically and psychologically safe environment in which to learn. Even if harassment occurs as a "joke," the student will experience consequences for his/her behavior.

Consequences:

Parent/Guardian contacted. Administrative discretion with a recommendation for suspension. Possible expulsion. Possible prosecution.

13. Disrespect to teachers or staff or using inappropriate language and behavior.

Responding in a rude and/or impertinent manner (i.e., rolling eyes, sucking teeth, not being cooperative, or talking back). Follow the directions first time given.

Consequences:

1st Offense: Parent/guardian contacted. Up to two (2) day in school suspension.

2nd Offense: Parent/guardian contacted. Up to two (2) day suspension.

3rd Offense: Parent/guardian contacted. Three (3) day suspension. Possible expulsion.

14. Hazing Students:

Hazing means to plan encourage or engage in any hazing activity. Hazing is defined as doing any act or coercing another, including the victim, to do any act of initiation into any student or other organization that causes or creates a substantial risk or causes mental or physical harm to any person. Permission, consent or assumption of the risk by an individual subjected to hazing does not lessen the prohibition contained in this policy. Hazing may also carry heavy legal consequences.

Consequences:

Parent/guardian contacted. Administrative discretion with a recommendation for suspension. Possible expulsion. Possible prosecution.

15. Smoke or Use of Other Tobacco Products and/or Bring Such Products to School:

This includes cigarettes, cigars, herbs, and smokeless tobacco. Possession of tobacco products in purses or lockers is prohibited under this policy.

Consequences:

Parent/Guardian contacted. Possible expulsion.

16. Steal and/or Vandalize Private Property

This means to cause or attempt to cause damage to private property or steal or attempt to steal private property either on school grounds or during a school activity, function, or event on school grounds. It also includes defacing or damaging school property—including but not limited to textbooks, lockers, furniture, and other equipment—with graffiti or by any other means. Students and their parents or guardians will be held responsible for any theft/vandalism that their student commits on school property. Please Note: The school may file a police report in cases of theft and vandalism. Either offense can carry heavy legal penalties.

Consequences:

1st Offense: Parent/guardian contacted. Administrative discretion. Restitution if required. Up to three (3) day suspension. Possible expulsion.

2nd Offense: Parent/guardian contacted. Administrative discretion. Up to three (3) day suspension. Restitution if required. Possible expulsion. Police report filed.

17. Be Habitually Tardy:

This means to be late for the beginning school day and/or late for classes.

Consequences:

5 tardy: A letter sent to parent. After School Detention
10 tardy: A letter sent to parent. In School Suspension
15 tardy: A letter sent to parent. 1 day out of School Suspension
20 tardy: A letter sent to parent. Up to 3 days out of school suspension

18. Display Threatening Behavior:

Threatening behavior can include verbal threats, both face to face, over electronic media (phone and/or computers), hand written notes, and/or non-verbal threats, including “hard” stares, gestures, and so on, that cause or attempt to cause any student, teacher, administrator, or staff member to feel frightened or intimidated.

Consequences:

1st Offense: Parent/guardian contacted. Administrative discretion. Up two (2) day school suspension.

2nd Offense: Parent/guardian contacted. Administrative discretion. Three (3) day suspension recommended.

3rd Offense: Parent/guardian contacted. Possible expulsion.

19. Be Truant:

Truancy means failing to attend school without excuse for either 9 or more days or parts of days within a six-month period or 4 or more days or parts of days within a four-week period. There are school and legal penalties that accompany truancy; in all cases a truant officer may be contacted and consulted.

Consequences:

Parent/guardian contacted. Administrative discretion on full range of disciplinary measures.

20. Bring Any Kind of Weapon to School:

A weapon includes, but is not limited to, conventional objects like guns, pellet guns, knives, smoke bombs, stink bombs, fireworks, or club type implements as well as mace, tear gas, or other chemicals. It may also include any toy that is presented as a real weapon. It also includes objects converted from their original use to an object used to threaten or injure another. The Administration reserves the right to all final decisions regarding the definition of what is a weapon. School personnel may search lockers, book bags, gym bags, coats, and/or any other containers if they reasonably suspect the presence of a weapon.

Consequences:

Parent/guardian contacted. Recommendation for expulsion. Possible prosecution.

21. Gang and Secret Society Symbols:

Disruption and/or intimidation caused by the wearing of any type of clothing/jewelry or by writing of any signs identified as or associated with gangs. Students can not promise to or be members of a gang, secret society, illegal club, sorority or fraternity.

Consequences:

1st Offense: Parent/guardian contacted. Administrative discretion. Up to 2 day suspension.

2nd Offense: Parent/guardian contacted. Administrative discretion. Up to three (3) day suspension.

3rd Offense: Parent/guardian contacted. Administrative discretion. Possible expulsion.

22. Possession of Stolen Property:

Having in one's possession property obtained without permission of the owner.

Consequences:

1st Offense: Parent/guardian contacted. Administrative discretion. Up to three (3) day suspension.

2nd Offense: Parent/guardian contacted. Administrative discretion. Possible expulsion.

23. Arson:

Intentionally starting any fire or combustion on school property.

Consequences:

1st Offense: **Parent/guardian contacted. Administrative discretion. Possible expulsion.**

24. Public Display of Affection

Inappropriate behaviors of affection, which are not for public places such as kissing, hugging, physical contact, etc.

Consequences:

1st Offense: Parent/Guardian contacted. Conference with student. Up to 2 day out of school suspension.

2nd Offense: Parent/Guardian contacted. Administrative discretion. Up to three (3) day suspension. Possible expulsion.

25. Provoking/Intimidating Behavior Encouraging or Urging Other Students to Violate School Rules:

Consequences:

1st Offense: Parent/guardian contacted. Administrative discretion. One day out of school suspension.

2nd Offense: Parent/guardian contacted. Administrative discretion. Up to two (2) day suspension.

3rd Offense: Parent/guardian contacted. Administrative discretion. Up to three (3) day suspension. Possible expulsion.

26. Bullying Policies

“Harassment, intimidation, and bullying” means any gesture, written or verbal expression, or physical act that a reasonable person should know will harm another student, damage another students property, place another student in reasonable fear of harm to the students person or damage to the student’s property, or insult or demean any student or group of students in such a way as to disrupt or interfere with the school’s educational mission or the education of any student.

“Harassment, intimidation, and bullying” include, but are not limited to, a gesture, written, verbal or physical act.

Consequences:

1st Offense: Parents/Guardian contacted. Up to Three (3) day out of school suspension. Possible expulsion.

2nd Offense: Parents/Guardian contacted. Possible expulsion.

27. Conspiracy

Any two (2) or more persons mutually agreeing to do any unlawful act.

Consequences:

1st Offense: Parents/Guardian contacted. Up to two (2) day out of school suspension.

2nd Offense: Parents/Guardian contacted. Up to Three (3) day out of school suspension. Possible expulsion.

28. Providing incorrect Information to the school personnel.

Refusal to provide name and/or other information when asked to do so by a staff member.

Consequences:

1st Offense: Parent/Guardian contacted. Up to Two (2) day out of school suspension.

2nd Offense: Parent/Guardian contacted. Up to Three (3) day out of school suspension.
Possible expulsion.

29. Leaving Campus without Permission

Leaving campus without prior consent and authorization from school administration during school hours.

Consequences:

1st Offense: Parent/Guardian contacted. Up to Three (3) day out of school suspension.

2nd Offense: Parent/Guardian contacted. Possible expulsion.

30. Reckless Vehicle Use

Using any motorized or self-propelled vehicle on or near school grounds in a reckless manner or as a threat to health, safety, or as a disruption to the education process.

Consequences:

1st Offense: Parent/Guardian contacted. Up to Three (3) day out of school suspension.

2nd Offense: Parent/Guardian contacted. Possible expulsion.

31. Bus Misconduct

Failure to comply with rules of bus safety or disturbing others.

Consequences:

1st Offense: Parent/Guardian contacted. Up to Two (2) day out of school suspension.

Loss of bus privilege.

2nd Offense: Parent/Guardian contacted. Up to Three (3) day out of school suspension.

Withdrawal or restriction of bus privileges. Possible expulsion.

32. Trespassing

Entering any school property or into any school facility without proper authority. Includes any entry during a period of suspension.

Consequences:

1st Offense: Parent/Guardian contacted. Up to Two (2) day out of school suspension.

2nd Offense: Parent/Guardian contacted. Up to Three (3) day out of school suspension.

Possible expulsion.

33. Inappropriate Postings

Students will be held responsible for posting, publishing or sending any "illegal or inappropriate" material (text, image, audio, and video) on campus, in newsletters, local newspapers, radio and TV programs, and over the internet or blogs such as YouTube, MySpace, Xanga, Facebook, etc. about the school, administrators, teachers, parents, and other students. Students must get a written approval from a chief administrator (i.e., superintendent or principal) to post, publish, or send any material pertaining faculty and staff, administrators, and all school activities.

Consequences: Up to three day school suspension or possible expulsion.

34. Not Attending Tutorials

Students are required to attend tutorials that they have been assigned to. Failure to attend the designated tutorials may result in suspension or other disciplinary action at the discretion of dean of discipline. Parents are responsible for arranging transportation.

Decision Making Process

The principal designates one of the assistant principals to be in charge of discipline. The discipline referrals were submitted to the dean of discipline. The dean of discipline may form a discipline committee to make decisions regarding discipline. The decisions of discipline committee or the dean of discipline may be appealed to the principal within two days of the date the decision was made. The principal decision's is final. For expulsion, see the expulsion policy.

Discipline Point System

Along with the established disciplinary procedures, Memphis School of Excellence will implement a Discipline Point System (DPS) in which students will be given points for unacceptable behavior. Each teacher and staff must use this system and the administration has the discretion to implement certain consequences for students who have earned points above a set limit. Parents will be notified about the consequences and the behavior resulting in DPS system.

Rules of Discipline Point System;

1. Every unwanted behavior has a numerical point. (See Discipline Point Case File)
2. Every teacher is required to mention about our DPS in his/her syllabus and use it.
3. If a student has at least one discipline point and does not receive any discipline points within 5 consecutive school days, the student's Discipline points will be reduced by 5 in the following school day.

4. A teacher can give points only once for the same incidence for one class period. The teacher shall fill out a Discipline Referral Form if the same case continues, and contact an Assistant Principal.
5. An accrument of 10 points or more within a semester period may result in attending After School Detention.
6. An accrument of 20 points or more within a semester period may result in attending second After School Detention.
7. Students required to attend After School Detention are rewarded -5 points for attending After School Detention and obeying the rules of conduct for After School Detention. Students may receive more DPS points, however for an unwilling behavior.
8. Failing to attend an After School Detention without any confirmed excuse may result in a 1 day out of school suspension.
9. An accrument of 25 points or more within a semester period may result in 1 day in school suspension.
10. An accrument of 50 points or more within a semester period may result in 1 day out of school suspension.
11. An accrument of 70 points or more within a semester period may result in 3 day out of school suspension
12. An accrument of 75 points or more within a semester period may result in expulsion.

Discipline Point Cases

Case	Points	Case	Points
Lack of materials	1	Throwing things in class/hallway/cafeteria	2
Lack of art materials	2	Not dressing for Gym class	2
Not working on assigned tasks	2	Vulgarity	3
Not turning in assigned work or homework	2	Not being in assigned location	2
Unexcused tardy to the class	1	Dress code violation	3
Bringing pop or drink to class	2	Talking back to teacher	5
Inappropriate behavior to another student	2	Gossiping/spreading tale	2
Sleeping in class	2	Back-pack in the classroom	1
Running in hallway	2	Wednesday envelope missing	1
Lack of cooperation	3	Humming/Singing/making noises	2
Leaning back in chair	1	Leaving the classroom without permission	5
Antagonistic behavior	3	Leaving paper/trash on the floor	2

Excessive talking	2	Being in the hallway without a pass	1
Inappropriate cafeteria behavior	2	Disturbing class	3
Eating/drinking in class	2	Using profanity	5
Chewing gum	2	Horse-playing	2
Tapping	1	Not receiving any DPS points within five consecutive school days	-5

More DPS cases may be added throughout the year if needed.

Types of Consequences

A. Detention

Detention may be held on each day during school for up to eight (8) hours. Students who serve detention must make arrangements to be picked up from school. Parents may request in person a delay of the detention; no phone calls or notes will be accepted for this. There are two types of detentions: after school and Saturday detentions.

Detention (After School)

Rules

1. Students will bring materials to work on. (Homework, books to read from the Library, only school acceptable materials permitted.) Classroom materials may be sent by teacher.
2. Sleeping is not permitted.
3. Do not address staff or teachers. No other form of communication will be allowed.
4. Students should use the restroom before detention starts and be prepared to stay in the detention room for the entire length of time except during an emergency.
5. Students will not be permitted to go to their lockers. All materials must be brought to the room when reporting.
6. Students will follow all rules concerning classroom behavior. Failure to comply will mean suspension from school.
7. Any student assigned to the detention room must sit the time. Students refusing to sit their time will be suspended from school.
8. Detention time will be assigned within 24 hours of the Assistant Principal meeting with the student. This allows the parent time to make transportation arrangements.
9. Note: Students placed on after school detention will not be permitted to participate in any extra-curricular activities that day.

10. If a student arrives to detention room 5 minutes after designated time without confirmed excuse, the student will not be allowed into detention room, and the miss will be considered unexcused. This will result in one day out of school suspension, and redo the detention.

11. If a student does not turn in Parent Notification form on the due date without any confirmed excuse, he/she will have 1 day out of school suspension.

Failure to follow After School Detention Rules may result in one day School Suspension.

B. Suspension

Memphis School of Excellence will use two kinds of suspension: In school suspension and out of school suspension.

In School Suspension

Rules and Regulations

1. Report to the Detention room at 8:00 A.M. If you come after 8:05 you will be count as absent. In school suspension will be run from 8:00 A.M. to 3:00 P.M.
2. Students will bring materials to work on. Students are to bring IN-SCHOOL SUSPENSION ASSIGNMENT LIST with teacher's name, subject, and assignments. It is the student's responsibility to go and ask the teachers for assignment.
3. Students must sign the sign in paper when they report to the detention room. They must sign the paper when the suspension is over. Without assistant principal permission, a student cannot go out of detention room. Students are to keep clean the detention room.
4. No talking or conversations. Students must be seated at all times.
5. Students will not be permitted to go their lockers. All materials must be brought to the room when reporting.
6. Students will not be permitted to go to lunch. They will have their lunch in detention room.
7. Suspension will be assigned within 24 hours of the Assistant Principal meeting with the student.
8. No disruptive behavior will be allowed.
9. Unexcused absences will be referred to the Assistant Principal.
10. No food, drinks, gum or illegal substances allowed.
11. No visits by parents, relatives or other students.
12. Sleeping is prohibited.
13. Students are responsible for lost, stolen or damaged items.

14. Transportation to the in-school suspension site is the responsibility of the students and their parents/guardians. Transportation arrangements must be made prior to arrival at the site. Telephones are not available for student use.

15. Student Handbook rules apply.

16. No physical contact of any kind between participants

17. If a student does not attend scheduled In School Suspension without any confirmed excuse, then the student will have 1 day out of school suspension and attend rescheduled In School Suspension. If it occurs again, it may require expulsion from the school.

18. If a student does not turn in Parent Notification form on the due date without any confirmed excuse, he/she will have 1 day out of school suspension.

19. Failure to comply with the rules will be reported to the Assistant Principal for further action. This further action may be up to 3 day school suspension.

Out of School Suspension

Notice of Suspension and the reasons for the suspension will be given to the student by the assistant principal after the discipline committee meeting. You and your parent/guardian may appeal a suspension within two (2) school days of the suspension being issued. This appeal must be in writing and be made to the Principal. Consequences will not be deferred pending the outcome of an appeal. Principal will make the decision within 2 school days after the appeal made. Principal's decision is final.

Suspension Policy

Grounds for suspension will include, but not be limited to:

1. Damage or destruction of school property or private property
2. Smoking
3. Profanity or obscene language or materials (These shall include obscene gestures or signs.)
4. Insubordination in refusing to comply with directions of school personnel
5. Truancy from, or repeated tardiness to, class or school
6. Theft of school property or equipment, or personal property of any school personnel, another student, or visitor
7. Fighting among two or more students on school property (including buses) or at any school sponsored activity
8. The act of extortion from any person on school property (including buses) or at any school sponsored activity

9. Repeated or flagrant violation of any school or classroom rules or accepted standards of school behavior
10. Using a fire exit door in inappropriate time.
11. Selling food or items without an approval form from an administrator.
12. Not being in assigned location. Skipping a class (including clubs and electives)

Rules and Regulations

1. A student who is suspended from the school is not allowed on school property.
2. A student who is suspended is responsible for all make-up work missed.
3. Parents or guardians of the student will be notified in advance of dates of suspension.
4. If the incidence is severe, then Principal or Assistant Principal may keep the student in detention room, until parents are notified and pick up the student.
5. Some suspensions may be extended, if further evidence is revealed. In such a case, parents or guardians will be notified either by phone or by mail.
6. If a student does not turn in Parent Notification form on the due date without any confirmed excuse, he/she will have 1 day out of school suspension.
7. Failure to follow School Suspension Rules may result in extra disciplinary action.

Any student suspended during the school year may be denied registration to MSE the following year. If a student is suspended during the school year, the student will be denied a Re-enrolment Form for the following year. If you are interested in filing a petition and requesting your child to be re-enrolled, please submit the following to the Assistant principal within two weeks after suspension being issued.. Letters must be dated and addressed to The Principal, Memphis School of Excellence.

- A one-page typed letter from the parent that includes:
 - Request for re-enrolment
 - Any improvement in the student
 - Measures that will be taken to avoid future discipline problems
 - Date, Parent Name and Signature
- A half-page typed letter from the student that includes:
 - Request for re-enrolment
 - An apology for the offense
 - A commitment to proper conduct
 - Date, Student Name and Signature

MSE Administration and The Discipline Committee will review the petition letters after they are submitted. During the decision making process, the student's up to date conduct will also be taken into consideration.

If suspension occurs before the re-enrolment deadline, and if the school decides not to deny re-enrolment, we will send you a letter and a Re-enrolment Form postmarked earlier than the second Friday of March. You will have one week after receiving the letter to submit the Re-enrolment form. If your petition is not accepted, you will receive a letter postmarked earlier than the second Friday of March. If suspension occurs after re-enrolment deadline, and if the school decides not to deny re-enrolment, we will send you a letter postmarked earlier than the last day of school. If your petition is not accepted, you will receive a letter postmarked earlier than the last day of school.

C. Expulsion

The decision to expel any student will be made in writing and will include the reasons for the expulsion by the assistant principal after hearing about the events involved in a situation. In addition, suspensions may be used for students who have committed a removal or expulsion offense and for whom a conference or hearing is pending.

You and your parent/guardian may appeal an expulsion within two (2) school days of the expulsion being issued. This appeal will be made to the Superintendent in writing. Consequences will not be deferred pending the outcome of an appeal. All disciplinary hearings on expulsions will be held within four (4) school days of the appeal being made. The decision of Superintendent is final.

Expulsion Policy

Grounds for expulsion will include, but not be limited to:

1. Assault, assault and battery or threat thereof to any school personnel, other student or visitor while on school property, including buses, or at any school sponsored activity
2. False alarm, including fire, bomb threats, etc.
3. Use or possession of alcoholic beverages or illegal narcotics or drugs
4. Disruption of school by use of violence, force, coercion, threat, or disorderly conduct
(This shall include the use of same to incite others toward acts of disruption.)
5. Arson or attempted arson to any school building or property

6. Repeated offenses of flagrant violations where suspension is normally considered appropriate
7. Possession or use of weapons or any object which might be considered a dangerous weapon or instrument of violence.
8. Receiving a total of 75 DPS points within a semester.

Damage to School Property

Students who accidentally damage school property must report this promptly to the principal or classroom teacher. If the damage (e.g., a broken window) results from careless behavior, the student will be expected to pay the cost of repairs. Unreported damage will be regarded as vandalism.

Due Process

All rights will not knowingly be denied by the required code of conduct or by any disciplinary actions taken by the school. Any student who exhibits any of the “Unacceptable Types of Student Behaviors” listed in this handbook or added to this list at a later date will suffer immediate consequences. These consequences range from notification of parents, detention, and emergency removal from a school activity to suspension, expulsion, and criminal prosecution.

All students at MSE have the right to feel that they are students at MSE are entitled to the rights guaranteed by the United States Constitution and Bill of Rights, and their physically, emotionally, and intellectually safe. Therefore, if at any time you feel you are the subject of harassment, hazing, threats, or other intimidating behavior, you should immediately speak to an administrator about the problem. The situation will be investigated as soon as possible; similarly, if you are concerned about the safety of another student who seems to be the subject of harassment, hazing, or threats, you should immediately speak to an administrator about the problem. The situation will be investigated as soon as possible.

Due process procedures are as follows:

(1) The assistant principal is the final authority for the issuance of in-school suspensions. Parents may discuss in school suspensions with the dean of discipline. There is no appeal to in-school suspensions.

(2) Notice of Suspension and the reasons for the suspension will be given to the student by the assistant principal after the discipline committee meeting. You and your parent/guardian may appeal a suspension within two (2) school days of the suspension being issued. This appeal must

be in writing and be made to the Principal. Consequences will not be deferred pending the outcome of an appeal. Principal will make the decision within 2 school days after the appeal made. Principal's decision is final.

(3) There shall be a School Board-level appeal process for expulsions. The Board delegates the Superintendent as a Disciplinary Hearing Authority. You and your parent/guardian may appeal an expulsion within two (2) school days of the expulsion being issued. This appeal will be made to the Superintendent in writing. The Board level appeal process shall consist of the following two levels.

1st Level: The Superintendent or designee

2nd Level: The MSE Board

Disciplinary hearings conducted by the Board after appeal by the student or principal shall be closed to the public unless the student or student's parent or guardian requests in writing within five days after receipt of written notice of the hearing that the hearing be conducted as an open meeting.

11. Health and safety compliance

Section 11 - Detail the plan for compliance with the applicable health and safety laws and regulations of the federal government and the laws of the state of Tennessee.

Describe how the school plans to adhere to the requirements of the health and safety laws and regulations of the federal and state governments.

It is the sole plan of the school to adhere to the requirements of the health and safety laws and regulations of the federal and state governments. Therefore, all policies will be developed according to these laws and regulations.

Health and safety play an important part in student achievement; therefore, in addition to providing programs of standards-based health and physical education, MSE will give special attention to the following areas as indicated in the National Association of State Boards of Education-Center for Safe and Health Schools.

- Be smoke free, drug free, violence free, and free of physical hazard;
- Provide student counseling, guidance, health, and psychological services at all levels;
- Be safe and accessible for all students;
- Promote the building of lifelong habits of regular physical activity; and
- Encourage that all students are adequately nourished and learn lifelong habits of healthy eating by encouraging:
 - maximum use of quality school meal programs that are operated under the supervision of certified foodservice directors in accordance with applicable Federal and state laws and regulations;
 - adequate time to eat in pleasant surroundings;
 - that all foods and beverages sold or served during school hours are consistent with a nutritious, energy-balanced diet as recommended in the current Dietary Guidelines for Americans;
 - nutrition education that teaches essential knowledge, skills, and behaviors; and
 - staff members to model a healthy lifestyle.

MSE will adopt and implement a comprehensive set of health and safety management policies with the guidance of the health and safety laws and regulations of the federal and state governments.

While it is MCS' responsibility to expect and to ensure compliance, providing assistance in its

monitoring capacity, it is the MSE's responsibility to identify and to follow applicable policies. These policies will be developed in consultation with MSE's governing board, advisory board, and insurance carrier prior to commencing instruction. These policies shall include but not be limited to the following:

(a) No child shall be admitted to school without proof of immunization except those who are exempt by statute as provided in T.C.A. 49-6-5001.

(b) MSE will develop a written policy providing for a physical examination of every student participating in interscholastic athletics. A doctor of medicine, osteopathic physician, physician assistant, or certified nurse practitioner shall perform this examination.

(c) MSE will have a written policy for excluding pupils with communicable diseases and for readmitting them following recovery. In the case of diseases (listed in Regulations Governing Communicable Diseases in Tennessee: Tennessee Department of Health) the policy shall be in accordance with the recommendations of the State Department of Health as approved by the State Commissioner of Education.

(d) MSE will have a written policy for handling drug/alcohol problems that may arise in the school.

(e) MSE develop procedures for reporting suspected cases of child abuse and neglect as provided in T.C.A. §37-1-403.

(f) After an offer of employment has been made to an applicant and prior to the commencement of the employment duties, each employee shall present a physician's certificate showing a satisfactory health record. Employees shall present a certificate thereafter at intervals determined by the State Department of Health and approved by the State Commissioner of Education. The provisions of this subsection shall be administered in a manner consistent with the Americans with Disabilities Act (42 U.S.C.A. § 12101 et seq) and the associated regulations (29 C.F.R. Part 1630 et seq).

(g) HIV, HIV-Related Illness and AIDS.

1. All enrolled children with HIV, HIV-related illness and AIDS infection will attend and participate in educational programs appropriate to meet medical and educational needs.

2. MSE will:

(i) Develop a comprehensive local AIDS plan which addresses appropriate education programs, confidentiality, liability, personnel, safety, curriculum, education, communications and public relations. The plan will be developed in conjunction with public health officials based upon guidelines approved by the State Board of Education.

(ii) Include in the AIDS plan education/training programs for all school personnel, parents, and board members; and cooperate with other community organizations and state agencies in AIDS education for all citizens.

(iii) Include in the AIDS plan a policy for personnel with HIV, HIV-related illness and AIDS infection. Employment conditions will be determined on a case-by-case basis. The review of individual cases will involve at a minimum the superintendent or designee, the employee's physician, and a public health official.

3. Information including names, records, reports, and/or correspondence and any other identifying information on HIV, HIV-related illness and AIDS infection status for any individual child or adult will be maintained in confidence.

4. MSE and school personnel shall implement for all children and adults the universal precautions as defined by the State Department of Health for handling blood and other body fluids. Information about universal precautions and related safety procedures shall be distributed by the State Department of Education to all school personnel.

* HIV, HIV-related illness and AIDS infection are the three terms used to denote the three medically diagnosed stages of the infection caused by Human Immunodeficiency Virus. (AIDS - Acquired Immune Deficiency Syndrome; ARC - Aids Related Complex; and HIV Infection - Human Immunodeficiency Virus antibodies detected in blood.)

In addition to these rules and policies;

- Each MSE employee will be required to submit a criminal background check and furnish a criminal record summary
- MSE functions as a drug, alcohol, and tobacco free workplace. This policy is strictly enforced.
- Policies for response to emergencies and natural disasters, including fires, hurricanes, and earthquakes will be shaped according to building and State guidelines.
- Science and computer labs will have special lab safety handouts. Policies will be developed for each lab based on their special requirements (i.e. using goggles, gloves, computers, and chemicals).
- Policies relating to preventing contact with blood-borne pathogens.
- All MSE staff members will be trained for emergency response. Policy will be developed according to State and Federal guidelines.
- Policies will be developed for related to the administration of prescription drugs, first aid, and other medications.
- School housing will be evaluated by state fire Marshal and registered structural engineer

inspection for against various safety hazards.

These policies will also be incorporated, into student and staff handbooks. Policies will be continuously reviewed and various additional items will be added in the MSE' staff development efforts and governing board policies.

12. Human Resources & Employee Qualifications

Section 12 - Describe the qualifications required of employees of the proposed public charter school.

All teachers in a school must have a current valid Tennessee teaching license, or meet the minimum requirements for licensure as defined by the State Board of Education. Indicate the number and type of teachers and other school staff to be hired. Describe the qualifications you will require of staff. Details how these attributes will help support the school's mission and goals. Explain your plans for the professional development and evaluation of staff.

Hiring Standards

MSE believes that the quality of the professional staff determines the quality of education offered in the school. It is therefore the responsibility of the school Principal to locate, recruit and hire the best-qualified teachers to meet the school's educational needs. Staff evaluation and selection shall be based on;

- ◆ Strong academic preparation,
- ◆ Professional competence,
- ◆ Intellectual rigor,
- ◆ Emotional maturity,
- ◆ Enthusiastic professional attitude,
- ◆ Knowledge of instructional practices, and
- ◆ Ability to contribute to the furtherance of the school's educational goals.

Attention shall be paid, among other factors, to the candidate's academic records, and his/her previous relevant experience. Staff must demonstrate that they are aware that children have many different family circumstances and that they are willing and able to provide the educational support that a diverse student population needs in school.

MSE teaching staff members must fulfill their individual responsibilities and work in concert with the other members of the teaching team. The Principal of the school will be responsible for evaluation of the teachers and also advertising available jobs and soliciting applications from new qualified candidates. The Principal will evaluate the teachers and screen all applicants for vacancies and make recommendations to The Personnel Committee for hiring/rehiring. By a majority of votes, the Board shall approve employment for hiring/rehiring with the salary.

MSE is committed to hire/rehire the individuals who are best qualified for the job without regard to race, gender, religion, nationality or handicap unrelated to the job.

The Board of Directors will have the ultimate responsibility of hiring and evaluating the principal. Principal/ Executive director will have at least a Bachelor's degree, preferably in education, educational leadership, or related field or two years of administration at a public or private school with a track record of success. There will be other factors to be taken into account when deciding the principal, such as Tennessee Principal License, former administrative experience, innovative capabilities, teamwork/communication skills, and nationwide/statewide success stories.

Administrative Assistant/ Secretarial positions will be hired with a minimum of high school diploma; former experience; computer skills; and teamwork/communication skills.

The following table shows the number of staff to be hired for the initial of school, based on 300 student enrollments. As the enrollment increase it will be adjusted accordingly. All personnel will be required to have licenses as laws state in addition to the qualifications mentioned above.

Type of Employees	Initial School Year
Grade Levels Served	6-9
Enrollment (expected)	300
Principal	1
Assistant Principals	2
Business Manager	1
Counselor	1
Computer Programmer	1
Full-Time Teachers*	14
Sp. Ed. Teacher	1
Librarian	1
Secretary	1
Nurse	1
Custodian	1

*Full time teachers in Mathematics, Science, English Language Arts, Social Studies, PE/Health, Art, Music, and Foreign Language.

T.C.A. 49-13-111(i) states, "All teachers in a public charter school must have a current valid Tennessee teaching license, or meet the minimum requirements for licensure defined by the State Board of Education." MSE will hire teachers with current valid Tennessee teaching license, or meet the minimum requirements for licensure as defined by the state board of education. MSE will meet the highly qualified staff requirements per NCLB Act. It is the responsibility of Principal to validate teaching licenses with Tennessee Department of Education.

Contribution to the MSE Mission

Each MSE personnel hired regardless of his/her title will have a firm commitment to

- 1) supporting high-quality standards in education for all students,
- 2) be an individual and/or team-work participant toward the MSE goals, and
- 3) respect for all members of the MSE community.

Recruitment and Hiring Process

The recruitment will start by advertising at local newspapers, school web site and other teacher/staff recruitment web sites, if necessary local radio stations as well. Tennessee Teacher Employment Resource Web site, the Tennessee Department of Education's recruitment and referral site, will be one of the best tools that MSE will utilize to recruit qualified personnel. Candidates will be asked to submit a cover letter that states their qualifications and their educational philosophy (if applicable), as well as a resume and names of three business references, possibly online.

MSE executive director/principal will select from this pool of applicants a list of candidates who meet the minimum requirements. Executive director/principal may also recruit specific individuals who come to his/her attention and who possess experience or expertise considered especially valuable to the school. MSE principal will call candidates and arrange an interview. The first interview will consist of conversation and a question and answer exchange. General provisions of all contracts and benefits will be provided to the candidates. MSE principal shall use an interview score sheet for each candidate and follow a preset question format to ensure a standardized and fair process. Principal may request the second interview for some candidates before making decision to offer the position. References will be taking into account as well. Principal then shall offer the best candidate an employment contract.

Other personnel such as accountant, media specialist, tech specialist, and classified employees will have working knowledge of their respective areas, and a certification/licensure and college diploma will be an extra credential for their hiring process.

Evaluation of Staff

Principal will be responsible evaluating his/her staff (i.e., assistant principals, special education coordinator, and teachers). Together they will to work to assess progress of students and teachers in meeting the program and academic goals for the school. The principal and school leaders are ultimately responsible to enact the goals of the proposed school. The school officers will be evaluated according to the degree to which those goals are achieved.

The nature of MSE will permit teacher/staff evaluation to be both informal and formal. Informal evaluation of teachers will be ongoing during staff meetings, parent-teacher conferences, and daily interaction among students, teachers, and parents. The degree to which teachers are able to work compatibly towards MSE mission with other staff, students, parents, administration, and school volunteers is the major element in the informal evaluation. A detailed list of formal responsibilities and the job description will be provided to teachers in MSE employee manual, which may be amended by MSE Governing Board from time to time in a manner consistent with the applicable laws and this charter.

Formal evaluation will be overseen by the principal or a designee and will at least be conducted once per academic year. The Principal will use a teacher evaluation system called Professional Development Appraisal System (PDAS). PDAS is a learner centered research based teacher appraisal system used by school districts in Texas and Ohio (SBEC 1997). The goal of the PDAS is to advance the level of the professional practice of teaching. The evaluation criteria incorporate the learner-centered proficiencies and promote continuous professional development.

Total of eight domains are used appraise teaching according to this evaluation (See table 12.1 at the end of this section):

- 1) Teaching Plans and Materials,
- 2) Clarity of Content Presented,
- 3) Classroom Management,
- 4) Proficiency in Instruction,
- 5) Professional communication,
- 6) Professional Development,
- 7) Compliance with policies, Operating Procedures and Requirements,
- 8) Improvement of Academic Performance of All Students.

Teachers will be evaluated from each of these domains (Table 12.1). The principal will write a brief summary of the observation period noting learning goals, activities, strengths, and a reflection on which teacher actions/attitudes might have enhanced the learning activities. These summaries will be completed and exchanged within one week of the observation, after which the teacher and principal will meet to discuss them. Subsequent observations will build upon the objectives from each previous observation. The weaknesses and strengths of teacher will be communicated to

teacher in a timely manner after observations to ask for improvement or encourage continuing their good work. Principal will write a final evaluation for termination, probation, or continuing of employment close to the end of the school year.

The board of directors will have the ultimate responsibility of evaluating the principal. The board of directors will develop an evaluation process for principal and school officers. The school officer evaluation criteria will be based on job performance, professionalism, and officer's efforts to contribute to the positive learning environment of the school. Additionally, board of directors will adopt a procedure evaluating school officers. The following main domains will be part of evaluation criteria for principal and school leaders; 1) Instructional management, 2) School or organization morale, 3) School or organization improvement, 4) Personnel management, 5) Management of administrative, fiscal and facilities, 6) Student management, 7) School or community relations, 8) Professional growth and development, 9) Academic excellence indicators and campus performance, 10) School Board relations, 11) A student performance domain.

Employment Contracts

The terms of employment for teaching, administrative, and support staff of MSE will be determined by contracts. MSE faculty and staff will be required to enter into individual term employment agreements resembling those used in business but explicitly stating that all requirements of the Tennessee Charter Law are made part of the agreement. Specifically, employment agreements shall expressly state that each employee acknowledges that he or she is subject to termination with or without cause and employment at the School shall not constitute any basis for tenure under any applicable law.

Teaching staff may be obligated to provide services during the school academic year, in-service days, or during the entire year depending upon their role in the school. The agreement affirms that any material created by staff members for use by MSE, or produced using the staff or resources of the school are works-for-hire and all intellectual property rights are vested in the school.

Professional Development

Board of directors of Memphis School of Excellence believes that professional development opportunities provide teachers the skills to enhance student learning. Thus board members will authorize the principal be in charge of developing, implementing, and evaluating professional

development plan for the proposed school. Professional development will be essential in core subject areas and will be emphasized throughout the school year.

The principal will bring colleagues, mentors, and outside experts to the school to provide up to date and research based applications. Faculty and staff will also be required to participate in local professional development workshop as well as national workshops. Technical assistance will be sought from universities and professional consultants. Teachers and administrators will be encouraged to attend state conferences and DOE sponsored staff development workshops.

Every year, all faculty members and administrators are required to attend designated professional developments workshops and seminars hosted by the school. Teachers will be encouraged to attend other professional developments at the regional educational service center. At least one teacher (generally the department chair) will be required to attend a workshop on the state curriculum in four core areas (Mathematics, Science, English LA, and Social Studies) and special education. They then will share the information they obtained with other colleagues in department meetings. Teachers that will teach Advanced Placement (AP) Courses are required to attend College Board's summer AP workshop. Moreover, they will be required to attend follow up workshops.

Professional development for the adopted programs will be conducted at least one month prior of the opening of the academic year and regularly thereafter. This will occur via in-service meetings, webinars, on-site workshops, attendance of on-site and off-site professional development workshops contracted for the school, and participation in the statewide or national conferences.

Teachers including special education personnel at proposed charter school will automatically be enrolled in a teacher to teacher professional development/mentoring program called MSE Mentoring Program. The MSE Mentoring Program is an ongoing professional development activity that is currently used by many schools across the nation. The school principal will be in charge of supervising, developing and implementing the MSE Mentoring Program. The overall focus of the MSE Mentoring Program is to provide individualized assistance to teachers (entry-year teachers and experienced teachers having serious difficulty in the classroom) and create a positive ongoing professional development atmosphere where everybody can learn from each other. (See the following MSE Mentoring Program overview and its attachments).

MSE Mentoring Program

An Overview

MSE Mentoring Program is a modified version of the Peer Assistance and Review (PAR) program. The PAR program is a research based program and full or modified versions commonly used many states including Texas and Ohio (Keil et. al 1998). The components of the program offer a useful professional development program model and also serve as an effective evaluation tool to assess teacher performance.

Implementation

- 1- Formation of teams:** Each team consists of one consulting teacher (Mentor Teacher) and one regular teacher.(See attachment A below for the selection process for consulting teachers)
- 2- Training Consulting Teachers:** The three-day workshop is intended to prepare the consulting teacher for his or her new role as a mentor. The workshop focuses on the organizational, technical, and affective knowledge and skills of mentoring. Since not all of the demands of serving as a consulting teacher can be addressed in a three day workshop, it is important that on-going and regularly scheduled seminars be conducted. These seminars should reflect the current needs and concerns of the consulting teachers. (See attachment B below for the detailed workshop schedule)
- 3- Preparation Time Line for Class Visits:** See attachment C for the detailed information.
- 4- Regular Teacher Orientation:** See attachment D for detailed information.
- 5- Teacher Professional Development:** The overall focus of the MSE Mentoring Program is to provide individualized assistance to teachers (entry-year teachers and experienced teachers having serious difficulty in the classroom) and create a positive ongoing professional development atmosphere where everybody can learn from each other. Therefore, the focus of the teacher's professional development is based upon teachers' specific needs in their classroom environment. Teacher is not in a passive position in the group. He/she takes active roles in decision making process. Teacher and the consulting teacher discuss and pick the appropriate method and related instrument together. Initial actions will be taken by the consulting teacher are;
 - initial discussion with the teacher
 - observation of the classroom
 - completing a needs assessment survey, and using the teacher's responses as a basis for further discussion

- completing a goal-setting agreement with the teacher, where specific goals are written and become a major focus over the next few weeks and months.

The consulting teacher then uses this information as a basis for observations, feedback, and conferences with the regular teacher (see attachment E for detailed information).

Attachment A

Selection Process for Consulting Teacher

Minimum Qualifications

- Two years of outstanding teaching service;
- Proven outstanding classroom teaching ability;
- Proven talent in written and oral communications;
- Proven ability to work cooperatively and effectively with other professional staff members;
- Extensive knowledge of a variety of classroom management and instructional techniques.

Attachment B

Training Consulting Teacher Workshop Schedule

The three-day workshop is intended to have the following outcomes:

- Provide critical information about the MSE Mentorship Program.
- Address expectations of the consulting teachers (both long and short term).
- Build a positive/structured climate between consulting teachers and administrative personnel.
- Address feelings of isolation which may be the result of being in an evaluative role.
- Reduce stress for the first year consulting teacher.
- Ensure an effective beginning of the consulting teacher-teacher relationship.

First Day: Morning Session - Focus on Organizational Skills

Welcome and Ice Breaker

MSE Mentoring Program Overview

- History and Goals
- Role of a Consulting Teacher
- Step-by-Step Review of the Process

Getting Started

- Forms
- Timeline
- Office Procedures

Time Management: Scheduling Your Day

First Day: Afternoon Session- Focus on Technical Skills

- Teacher Performance Principles/Criteria
- Observation Skills and Procedures
- Assessment of Performance/Progress Using Performance Criteria

Second Day: Morning Session- Focus on Technical Skills

Report Writing

- Supporting Documentation
- Key Components of Written Reports
- Practice Sessions

Conferencing

- Scheduling Conferences
- Goal Setting Process
- Format of Conferences
- Identifying Techniques and Resources to Improve Teaching Skills
- Practice Sessions

Second Day: Afternoon Session- Focus on Technical Skills

Compiling Data - "Building Your Case"

- Thorough Documentation
- Keeping Record of Observation and Conference Hours

Third Day: Morning Sessions- Focus on Technical Skills

- Developmental Stages of Teachers
- Needs of Entry-Year Teachers
- Resources for Intervention

Third Day: Afternoon Sessions-Focus on Affective Skills

- Effective Mentoring
- Assessment and Problem Solving
- Techniques of Constructive Criticism
- Initial Meeting with Teachers

Attachment C

Time Line for Class Visits (for consulting teachers)

September

- Continue informal meetings with teachers
- Schedule monthly conference and first observations
- Meet with second/third year consulting teachers for assistance with initial teacher observation and documentation procedures
- Develop goals for first semester

October

1. Monthly conference with consulting teachers
2. Observation, evaluation, and feedback to teachers
3. Monitor progress toward goals
4. Participate in informal discussions with fellow consulting teachers and share resources
5. Communicate with principals

November

1. Monthly conference with consulting teachers
2. Observation, evaluation, and feedback to teachers
3. Monitor progress toward goals
4. Professional development through observation of other consulting teacher/teacher teams
5. Communicate with principals

December

1. Monthly conference with consulting teachers (focus on first semester reports/evaluations)
2. Observation, evaluation, and feedback to teachers
3. Communicate with principals
4. Monitor progress toward goals
5. Complete first semester teacher evaluation and prepare presentation

January

1. Monthly conference with consulting teachers
2. Observation, evaluation, and feedback to teachers
3. Establish goals for second semester
4. Communicate with principals

February

1. Monthly conference with consulting teachers
2. Observation, evaluation, and feedback to teachers
3. Monitor progress toward goals
4. Communicate with principals
5. Address teacher generated needs
6. Mid-year one-day workshop and celebration

March

1. Monthly conference with consulting teachers
2. Observation, evaluation, and feedback to teachers
3. Complete final teacher evaluation and prepare presentation
4. Offer support to newly selected consulting teachers

April

1. Monthly conference with consulting teachers
2. Observation, evaluation, and feedback to teachers
3. Communicate with principals
4. Offer support to newly selected consulting teacher

May

1. Monthly conference with consulting teachers
2. Observation, evaluation, and feedback to teachers
3. Communicate with principals

4. Plan the initial training program for new consulting teachers

June

1. Monthly conference with consulting teachers
2. Finalize work with teachers
3. Communicate with principals
4. Attend building activities
5. Celebration and recognition

Attachment D

Regular Teacher Orientation

Each regular teacher receives an orientation folder and a local education association handbook.

Agenda items for teacher orientation program include the following:

- Introductions
- MSE Mentoring Program description.
- Background information sheet filled out by the teacher
- Observation and conference forms
- Professional growth opportunities
- Specific information on the first workshop opportunity for new teachers
- Organizing for the first day of school
- How to prepare a student centered classroom, setting the tone
- Ideas for structuring lesson plans
- Management plan and creating a discipline plan before school begins
- Advice for the first week: over prepared, flexible, consistent, respectful
- Discussion of teacher presence
- Lesson pacing
- Staff as a resource
- Lists of first day ideas, a checklist of first day musts
- Conveying teacher expectations
- Preparing a substitute folder
- Parent communication

New teachers are given the opportunity to ask questions about any topic related to the program, the beginning of school, resources and the like.

Attachment E

Observation Steps:

A- Preliminary Conference:

1. The teacher communicates to the observer the intentions for the upcoming lesson.
2. Lesson plan revisions(if necessary)
3. Agreement about the terms of the upcoming observation session
4. Choice of an observation instrument or method of data collection
5. Other topics
 - a. The mechanics of the observation (e.g. length of the observation, where would the teacher prefer you to sit, etc.)
 - b. Any specifics of the upcoming lesson that the observer may need to know (e.g. if the questioning method will be used, the seating chart is needed)

B- Observation:

1. The observation session is intended to focus on the teacher's performance and students' response, as well as contextual factors that impact the teaching and learning process.
2. The observer will focus on the specific goals identified in the pre-conference as well as other information that would contribute to the overall assessment of the teacher's ability to address the performance terms.
3. Information will be gathered in multiple ways.
4. The observer will not intervene in the teacher's lesson (exception - when a safety issue arises)

C- Post-Observation Conference:

1. Discuss the data that were collected during the observation
 - a. Show the teacher your data.
 - b. Discuss the congruencies and discrepancies that may exist between what the teacher thought occurred and what the observer has documented.
 - c. Encourage the teacher to provide suggestions or ideas regarding possible alternatives or changes that should be considered in the near future.
2. What information, suggestions, or guidance can the observer offer the teacher?
3. Choose a course of action
4. Summarize the conference
5. Set an appointment for the next conference.

The staff is asked to evaluate the each component of the professional development program.

Evaluation of school-wide and district-wide in-service program sessions, and workshops attended at outside institutions is conducted with an evaluation form filled out at the end of each activity.

Since MSE Mentoring Program is year around program and the evaluation made at the end of the year does not allow for corrections to be made or concerns to be addressed during the process, the participants' feedback and comments are be collected at the end of each month. Data collected is used to modify and improve the professional development program.

Table 12.1 Formal Teacher Evaluation Rubric

DOMAIN I: Teaching Plans and Materials		Exceeds (x 5)	Proficient (x 3)	Below (x 1)	Unsatisfactory (x 0)
1	Specifies or selects learner objectives for lessons.				
2	Specifies or selects teaching procedures for lessons.				
3	Specifies or selects content, materials, and media for lessons.				
4	Specifies or selects materials and procedures for assessing learner progress in the objectives.				
5	Plans instruction at a variety of levels.				
6	Organizes instruction to take into account differences in capabilities.				
7	Organizes instruction to take into account differences in learning styles.				
8	Communicates with individual learners about their needs and progress.				
9	Obtains and uses information about learners from cumulative records.				
10	Identifies learners who require the assistance of specialists.				
11	Identifies desired/appropriate student behaviors expected for activity.				
SUBTOTAL					
DOMAIN II: Clarity of Content Presented		Exceeds (x 5)	Proficient (x 3)	Below (x 1)	Unsatisfactory (x 0)
12	The lesson was presented in a logical manner				

13	The teacher identified important points for the students				
14	Important points were written on the board or a chart				
15	Important points were repeated				
16	Summaries and reviews were included within the lesson				
17	Important points were clearly explained				
18	Examples were presented to reinforce each major point				
19	The teacher paused to reinforce important points or to allow learners to ask questions				
SUBTOTAL					

DOMAIN III: Classroom Management		Exceeds (x 5)	Proficient (x 3)	Below (x 1)	Unsatisfactory (x 0)
20	Furniture, equipment, and materials are placed appropriately for the lesson.				
21	Is aware of what is occurring in all areas of the classroom.				
22	Outlines rules/routines or students are familiar with rules/routines – students behave accordingly.				
23	Helps children acquire good habits; work and study				
24	Handles behavior problems individually when possible; anticipates friction and guards against it.				
25	Is proactive and positive with interventions				
26	Makes certain that the children know what is expected of them				
27	Keeps the atmosphere of the room free from hurry and tenseness				
28	Teacher moves throughout the room to help or hinder classroom control.				
29	Willingly gives extra help or instruction to an individual child				
30	Teacher demonstrates caring for student responses and their work, and is available to individual students throughout the lesson.				
31	Humor used appropriately throughout lesson.				
SUBTOTAL					

DOMAIN IV: Proficiency in Instruction		Exceeds (x 5)	Proficient (x 3)	Below (x 1)	Unsatisfactory (x 0)
32	Uses teaching methods appropriate for objectives, learners and environment.				
33	Adjusts plans to meet unusual or difficult situations				
34	Arouses and holds student interests; stimulates critical thinking				
35	Helps children relate new ideas to previous learning				
36	Uses instructional equipment and other instructional aids.				
37	Gives directions and explanations related to lesson content.				
38	Clarifies directions and explanations when learners misunderstand lesson content.				
39	Provides for the needs of individual pupils by differentiating assignments to meet the needs of students with different learning styles				
40	Makes assignments clear; provides definite direction for study				
41	Makes smooth transitions from one activity to another				
42	Implements learning objectives in a logical sequence.				
43	Uses responses and questions from learners in teaching				
44	Provides feedback to learners throughout the lesson.				
45	Uses acceptable written and oral expression with learners.				
46	Maintains learner involvement in lessons.				
47	Provides learners with opportunities for participating.				
48	Reinforces and encourages the efforts of learners to maintain involvement.				
SUBTOTAL					

DOMAIN V: Professional Communication		Exceeds (x 5)	Proficient (x 3)	Below (x 1)	Unsatisfactory (x 0)
49	The teacher uses appropriate and accurate written, verbal, and non-verbal modes of communication with students.				
50	The teacher uses appropriate and accurate written, verbal, and non-verbal modes of communication with parents, staff, community members, and other professionals.				
51	The teacher's interactions are supportive, courteous, respectful, and encouraging to students who are reluctant and having difficulty.				
SUBTOTAL					

DOMAIN VI: Professional Development		Exceeds (x 5)	Proficient (x 3)	Below (x 1)	Unsatisfactory (x 0)
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52	The teacher determines and participates in professional development goals and activities that are aligned with the goals of the campus and the goals of the district.				
53	The teacher correlates professional development activities with assigned subject content and the varied needs of students.				
54	The teacher exhibits a willingness to collaborate with colleagues and other professionals for continuous growth and development.				
55	The teacher correlates professional development activities with the prior performance appraisal.				
SUBTOTAL					

DOMAIN VII: Compliance with Policies and Rules		Exceeds (x 5)	Proficient (x 3)	Below (x 1)	Unsatisfactory (x 0)
56	The teacher contributes to making the whole school safe and orderly, and a stimulating learning environment for children.				
57	The teacher respects the rights of students, parents, colleagues, and the community.				
SUBTOTAL					

DOMAIN VIII: Improvement of Academic Performance		Exceeds (x 5)	Proficient (x 3)	Below (x 1)	Unsatisfactory (x 0)
58	The teacher diagnoses student needs and provides performance feedback related to all appropriate State objectives.				
59	The teacher aligns the planning and delivery of instruction to all appropriate State objectives.				
60	The teacher collaborates with other faculty and administration to improve performance of all students on the campus.				
61	The teacher identifies students who are at-risk and develops appropriate strategies to assist these students.				
62	The teacher monitors the attendance of all students and intervenes to promote regular attendance.				
SUBTOTAL					

13. Charter Holder Data (the Sponsoring Entity)

Identify the individuals and entities sponsoring the proposed public charter school, including their names and addresses (See #8).

Summarize each individual's and entity's relevant experience and qualifications. If you have not already done so under question 8, provide contact information and a resume or organizational description for each individual and entity. Briefly explain how these sponsors will help contribute to your school's mission.

The Read Foundation will be the charter holder (the sponsoring entity) of Memphis School of Excellence. The Read Foundation was registered as a non-profit organization under the Tennessee State Law (**Appendix H**) and applied to the IRS to be qualified as 501(c) (3) organization (**Appendix I**). Mission of the RF is to improve the quality of education in our communities and enhance educational opportunities for all students of Tennessee specifically minorities and underprivileged children. The board of directors of the RF is dedicated to quality education and promotes science, mathematics, and engineering, and technology in school environments.

The Board of directors of the RF has committed to the development and operation of new public charter schools in Shelby County. One of our goals is to work with Memphis City Schools to improve quality education and to have positive impact on the current educational landscape by opening public charter schools.

The board of directors of RF is entirely dedicated and ready to operate public charter schools in Memphis. Meantime the RF board members are aware that majority of the student body will come from low-income families and at-risk students groups which requires great deal of additional instructional time and resources. Thus, members of the RF board along with the proposed school administrators will actively be engaged with the community to create partnerships opportunities and fund raising efforts. Various external funding sources have already been identified such as FedEx, Michael and Susan Dell Foundation, Bill and Melinda Gates Foundation, and the Hyde Foundation. These and others will be included in search of resources to the state-of-the-art instructional facilities.

These networks will help the RF to perform an excellent job in various tasks of its operations (i.e. service learning, motivation seminars, tutorial, Saturday attendance program, award program, and field trips).

Individually and collectively, each member of the RF has outstanding experience and qualifications that are necessary to govern a successful charter school. Mr. Cem Akkus is an educator and consultant to a charter school and helped to create after school programs for underprivileged students. Mr. Foster is a community activist who helped to establish a non-profit organization to help drop-out students and promote academic excellence among 4 to 14 years old youth. Mr. Celikok is a manager and involved in the activities and management of a well known corporation (FedEx) in Memphis. Mr. Celikok is also expert in finance and economics and teaches at Fogelman College of Business and Economics. Ms. Aktas-Kocak has been working as administrator at a teaching and research hospital. Dr. Connolly is a professor of anthropology at University of Memphis and director of the C.H. Nash Museum at Chucalissa. Dr. Connolly organized and conducted many educational and cultural programs for students and adults. Mr. Kuscu is a computer specialist who helped hundreds of students during after school programs. The detailed resumes and contact information of the RF board members are given in **Appendix G**.

Below are the names and short biographies of our board members of the RF as well as their experience in relevant areas such as secondary and/or postsecondary education, administration and management in areas of business, finance, management, and nonprofit governance. These names are also listed in chapter 8 of this charter proposal.

Board Member #1:

Position	: President
Name	: Cem Akkus
Address	: University of Memphis, 001 Johnson Hall, Memphis, TN 38152
Phone	: 646-387-9885
Email	: cakkus@memphis.edu

Mr. Cem Akkus: Mr. Akkus received his both bachelor and master degrees in the area of Geomatics. Following his undergraduate graduation, he worked for EMI Mapping and Computing Inc. as a CAD/GIS specialist for three years while he was earning his MS degree. Upon receiving a scholarship from Ein Blick in Die Zukunft e.V, he moved to Germany in 2005. After completing his studies in Germany, he received an offer from Infoserve Technologies Inc. as a Control Engineer in Glendale, and moved to NY in 2006. Following this corporate experience, he was accepted to a Ph.D. program with full-time teaching position at the University of Memphis. Mr. Akkus has a special interest in GIS (Geographical Information Systems) and RS (Remote Sensing). He is currently teaching Landforms and GIS labs at University of Memphis. In addition, he is involved in several projects such as USA Early history and DRA (Delta Regional Authorities)

medical issues. As an educator, Mr. Akkus organized and took part in multifarious educational and cultural activities whenever possible in Germany, New York and Memphis. Mr. Akkus has a great deal of passion for children. He organized after school and tutorials programs for underprivileged children who are academically deficient, neglected.

Board Member #2:

Position : V. President
Name : Mutlu Celikok
Address : 901 Wildbird Cove Collierville, TN 38017
Phone : 901-854-7886
Email : mcelikok@gmail.com

Mr. Mutlu Celikok, Vice President: Mr. Celikok has been a Memphis resident and currently works at FedEx, as Marketing Manager in Digital Access Marketing department. He also serves as Adjunct Instructor at the University of Memphis, Fogelman College of Business and Economics. He received his M.B.A. degree from University of Georgia, and B.Sc. in Industrial Engineering. He has experience in a wide array of academic and professional assignments including seven years experience in management role, utilizing advanced technology and contemporary management techniques to resolve challenging issues.

Board Member #3:

Position : Treasurer
Name : Ozgenc Aktas-Kocak
Address : 198 Island Bluff Drive Memphis, TN 38103
Phone : 901-528-9299
Email : ozgenc13@msu.edu

Mrs. Ozgenc Aktas-Kocak, Vice President: Mrs. Kocak received her Master's degree from Michigan State University, East Lansing, MI in the field of Student Affairs Administration. In addition to her graduate work at MSU, Mrs. Kocak volunteered in the office of International Students and Scholars at MSU. During her master's program and being an academic advisor for many undergraduate students, she gained invaluable experience as thru practicum. Upon her graduation, she was also offered an academic advisor position at MSU and continues to gain invaluable experience in that position. In 2002, both her husband and her moved to Memphis and began working at St. Jude Children's Research Hospital. She believes she has a great deal of experience regarding the academic affairs and programs of a high performing organization. This experience provides her opportunity to serve at the Memphis School of Excellence.

Board Member #4:

Position : Secretary

Name : Emin Kescu
Address : 4912 Park Ave Memphis TN, 38117
Phone : 615-243 9235
Email : ekescu@utmem.edu

Mr. Emin Kescu, Secretary: Currently, has been working at the University of Tennessee Health Science as a Sr. computer programmer. He has a M.S. degree at Tennessee State University. In his career, Mr. Kescu taught mathematics, science, and computer related courses at high school and graduate school levels. Because his graduate studies involved in Robotics, Mr. Kescu helped students to teach robotics during after school and Saturdays. He designed workshop for middle and high school students to program robots. In addition, Mr. Kescu played an integral role developing a school database for Fulton Science Academy, a successful charter school in Atlanta.

Board member #5:

Position : Member
Name : Robert P. Connolly
Address : 480 S. Greer St., Memphis, TN 38111
Phone : 901-323-5625
Email : rpost54@bellsouth.net

Dr. Connolly, a resident of Memphis, currently is an Associate Professor in the Department of Anthropology at the University of Memphis and Director of the C.H. Nash Museum at Chucalissa. His academic training is in Anthropology. He received his B.A. and M.A. from the University of Cincinnati and his PhD from the University of Illinois at Urbana-Champaign. He has experience in a wide range of academic and community advocacy settings. Prior to moving to Memphis he served on the faculty of the University of Louisiana at Monroe and was the Station Archaeologist at the Poverty Point Earthworks. He has given hundreds of presentations on prehistoric and historic American Indian cultures to school and community groups. He has served as a mentor for the Faith and Works Initiative at Millsaps College along with activity in community advocacy groups around housing, education, and medical care. In addition, Dr. Connolly is currently a regular participant in Medical Missions to rural Panama sponsored by the Episcopal Diocese of Mississippi.

Board member #6:

Position : Member
Name : Marlon T. Foster
Address : 590 Jennette Place Memphis, TN 38126
Phone : 901-942-1512
Email : marlonf@bellsouth.net

Marlon T. Foster is the 36 year old Founder and Executive Director of Knowledge Quest, Inc., a community development organization whose mission is “to promote community strength and

economic independence through education, work and development of community-based enterprises.” Marlon struggled and attained for three years post of obtaining his college degree in a relentless effort to make his vision a reality, establishing the organization in 1998. Knowledge Quest is a vibrant and ever expanding organization whose credibility is proven through the lives of its participants. The organization is most known for its promotion of academic excellence in after school settings among Memphis’ youth ages 4-14.

Seven years later, Mr. Foster founded Christ Quest Community Church, a non-denominational Christian church rooted in social justice and evangelism. He is a lifelong resident of Memphis, grew up and presently lives in the community in which Knowledge Quest/Christ Quest is headquartered. In addition, Mr. Foster continues to share his insight on community and faith building with fellow nonprofits, small businesses, churches and higher learning institutions in numerous volunteer and professional capacities.

Marlon Foster holds a Bachelor of Business Arts Degree from LeMoyne-Owen College and a Master of Divinity Degree from Memphis Theological Seminary. Currently he serves the Seminary in an adjunct capacity guiding entry level students in courses surrounding Faith Formation. Private donors and institutional leadership recently established *The Rev. Marlon and Sheila Foster Professor of Pastoral Theology and Homiletics*, of whom Dr. Lee Ramsey currently occupies the Chair, in honor of his humanitarian efforts. He is married to Sheila Foster, a Spanish Teacher and Consultant and they have three children: Marlon II, Alexandria and Victoria.

Board member #7:

Position	: Member
Name	: TBD (Prospective Parent)
Address	: N/A
Phone	: N/A
Email	: N/A

14. Business Procedures

Section 14 - Describe the procedures governing the deposit and investment of idle funds, purchasing procedures, and comprehensive travel regulations.

Detail the policies and processes regarding the deposit and investment of idle funds. Describe your school's purchasing procedures and identify who will have purchasing authority. (All contracts for goods and services in excess of five thousand dollars (\$5,000) must be bid and approved by the governing body of each public charter school). Provide regulations on travel, including policies regarding student field trips and reimbursement of travel expenses.

Memphis School of Excellence governing board members will search, analyze and select a financial institution to serve as the depository for all MHSE funds. This institution will be from one of the financial institutions approved by the Treasurer of the State of Tennessee and Memphis City Schools (MCS) to serve as a depository for public funds.

The MSE Board will adopt a purchasing policy which TSBA (Tennessee School Board Association) recommends for adoption by all public school districts in Tennessee.

Purchasing authority will reside with the executive director/principal of the school, subject to approval by the school board for all contacts in excess of \$5,000.00. In cases where purchases will exceed this amount, bidding and approval by governing board will be required. MSE governing board will also adopt a policy on reimbursement for travel expenses, student travel regulations and field trips. This policy will be parallel to MCS guidelines.

MSE General Purchasing Guidelines

- 1) Items which are up to \$100.00 may be purchased through petty cash.
- 2) Purchases over \$100.00 and less than \$5,000.00 may be made by properly authorized employees through normal check disbursement request procedures.
- 3) Equipment purchases more than \$5,000.00 will require a purchase requisition and written quotations may be solicited from a minimum three vendors. All contracts for goods and services in excess of \$5,000.00 will be bid and approved by the school board. The bidding process will be managed by the finance office of the school with the coordination related individuals by the guidelines of the school and/or school board.
- 4) Use of MSE credit cards and checks for purposes other than authorized travel and activities, or other authorized purchases is prohibited.

- 5) Any MSE staff having a need for goods or services should prepare a purchase requisition.
- 6) Requisitions should be prepared far enough in advance to permit the Principal's Secretary to process and obtain competitive prices, and to allow sufficient time for deliveries to be made.
- 7) Change in any purchase order will be accepted. Changes may include changes in price, items, terms of payment, method of shipping, etc. Request for changes must be submitted in writing by MSE staff member. Once approved, a change of order form will be processed.
- 8) In an emergency which requires the purchase of goods and services, a purchase requisition for materials or services must be prepared. Reasons for emergency request should be explained within a memorandum.
- 9) Purchases requiring cash in advance are strongly discouraged. If the purchase is up to \$100.00 petty cash procedure must be followed.
- 10) All deliveries will be made directly to the business department or a designated site.
- 11) When staff needs to return goods to a vendor for credit, repair, or exchange, a request for return memo should be prepared.
- 12) If there is a delay, a new realistic delivery date will be established with the vendor. If not, the order is subject to cancellation.
- 13) Any requisition for maintenance or repair of any equipment is to be directly submitted to MSE principal from the appropriate staff first.
- 14) Requests for subscriptions, memberships, and conference/meeting registrations should be approved by principal first. Original invoices for subscriptions and, receipts for conference/meeting registrations should be submitted to business office.

Purchasing Review

Type	Amount	Other Approvals
Professional Services	> \$5,000	
Services Agreements	> \$5,000	
Equip Purchase/Lease	> \$50,000	
Construction	All	Capital Planning or Facilities MX
Software, excl. retail	All	Information Technology
Real Estate Transactions	All	Capital Planning
Advertising, Grants, and Sponsorships	All	Chief Contracting Officer

Revenue	All	Fiscal Services
Master Purchase Agreements	All	Procurement Services
Amendments/Terminations	All	

Approvals for Professional Services Contracts

Contract Amount	Required Approvals	Solicitation of Proposals or Quotes	RFP Process	Accountability And Controls
Up to \$4,999	Budget Administrator	Budget Administrator can select provider		Department must be in compliance with bidding and selection procedures, including justification for exceptions. Requests for contract review must be accompanied by a requisition. The contract amount will be encumbered and a PO will be issued immediately after execution.
\$5,000 – \$24,999	Budget Administrator and Higher Level Administrator	Administrator can select provider, but higher level review is required		
\$25,000 – \$49,999	Budget Administrator, Higher Level Administrator, and Superintendent	Administrator must solicit proposals from at least 3 providers		
Equal to or exceeding \$50,000	Budget Administrator, Higher Level Administrator, Superintendent and Board Commissioners		Procurement Services must issue RFP	

Approvals for Goods and Other Services

Contract Amount	Required Approvals	Solicitation of Proposals or Quotes	Bid or RFP Proposals	Accountability And Controls
Up to \$4,999	Budget Administrator	Budget Administrator can select provider		Department must be in compliance with bidding and selection procedures, including justification for exceptions. Requests for contract review
\$5,000 – \$9,999	Budget Administrator and Higher Level Administrator	Administrator can select provider but must solicit three quotes		

Equal to or exceeding \$10,000	Budget Administrator and Higher Level Administrator		Procurement Services must issue RFP	must be accompanied by a requisition. The contract amount will be encumbered and a PO will be issued immediately after execution.
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Contracts Processing

All Contracts will be required to be submitted to Contract Services for processing.

Requirements for Submission:

- Contract Request Form
- Approved Requisition
- Vendor Number (Obtain Vendor Application and W-9 from Procurement)

Requirements for Contract Execution:

- Evidence of insurance
- Criminal Background Checks and Fingerprinting (T.C.A. § 49-5-413), if contractors and their employees may come into contact with students.

Contracts executed outside these procedures will be deemed private agreements between the site principal or department head and the contractor, and MSE funds may not be expended or authorized for the goods or services.

Exceptions

Master Purchase Agreements (MPA's)

- May submit orders for goods and services under MPA's initiated by Procurement using a requisition, regardless of the dollar amount of the order, as long as it does not exceed the school budget
- The administrator approvals based on dollar amount still apply
- Procurement Services will distribute and maintain a list of all MPA's available for use by the school

Revenue Contracts, No-Cost Contracts, and School Activity Accounts

- Department or school must complete as much of the Contract Request Form as appropriate and submit a scope of work and payment schedule
- It is not necessary to complete a requisition

After-the-Fact Contracts

Departments and schools are prohibited from allowing a contractor to start providing services prior to contract execution. Exceptions may be granted if the department or school can demonstrate an urgent need based on an urgent and compelling circumstance.

- Delayed receipt of grant funds and services and funding will be lost if services do not begin by a certain date
- Protection of health and welfare
- Discovery of unanticipated issues
- Emergency situations

Only the Chief Contracting Officer (or designee) can approve an after-the-fact contract.

Contract Records

All original MSE contracts will be filed in the business office. A database of all contracts will be maintained to include the following information:

- Company Name
- Contract Number
- Requisition and Purchase Order Number
- Contract Term
- Brief description of services
- Name of originating department or school site

Payroll

Payroll Policy and Procedures

All new employees are required to attend orientation offered prior to their first day of duty. All professional and paraprofessional employees are paid on a monthly basis - no monetary advances for employees are given. The first date of payment for twelve month employees is September 30th.

Payroll Documentation

Hourly Employee Time Sheets

All hourly employees are required to record each day and the actual time worked on his/her time sheet each day. Fair Labor Standards Act requires that overtime above 40 hours per week will be paid at one and one-half the regular hourly rate. Extra time below forty hours per week will be paid at the regular rate of pay. Overtime is calculated based on hours actually worked not including leave or holiday time. The standard hours and days per year for monthly employees are reflected on the salary schedules and individual pay sheets. Any hours worked in excess of those indicated will be paid at the appropriate rate; any hours not worked or not covered by leave will be docked.

Other Duty including Tutoring, Community School

Employees must record actual hours worked on a separate time sheet. Payment will be based upon a predetermined hourly rate.

Temporary Employment Procedures

Accounting Manager must follow guidelines listed below when hiring temporary employees:

- Make sure certain funds are available to cover salary and benefit costs of temporary employees.

MSE will adhere to certain laws and regulations and it is imperative that everyone hired:

- Provides proof of citizenship
- Has a social security card
- Completes required employment papers
- Passes criminal records background check
- Complete a Personal Services Agreement Form completely. Make certain an independent auditor would be able to determine the reason for the hiring by reviewing the Personal Services Agreement. Make certain the block for employee is marked even if the individual is only a temporary employee. Refer to Independent Contract rules in the Section entitled "Purchasing".
- If the temporary employee is to be employed for ten (10) days or more, the Personal Services Agreement must be approved by the appropriate Assistant Superintendent.
- Personal Services Agreements should be forwarded to the Accounting Department by the second working day of the month immediately following the service.
- Students hired to handle tasks such as moving books and furniture, running errands, etc., will be paid at the minimum wage rate unless otherwise specifically approved by the School. Students hired must fill out all necessary payroll forms, including the Employment Eligibility Verification Form. The procedures outlined above for Personal Services Agreements should be followed.
- Principals wishing to cover the cost of paying for temporary employees through campus activity funds should so indicate on the Personal Services Agreement. The campus will be billed for the total salary and benefits paid.
- All temporary employees are required to complete a time sheet as documentation for hours claimed.

Leaves and Absences

Sick Leave

Sick leave shall be used only for:

1. Illness or pregnancy of the employee
2. Illness of a member of employee's immediate family
3. Family emergency, or
4. Death in the employee's immediate family

Supplemental Sick Leave

Any employee, who has exhausted all leave benefits, if applicable, shall be permitted up to ten days of supplemental sick leave during which the substitute daily rate shall be deducted from the employee's pay, whether or not a substitute is employed.

Use and Recording of Sick Leave

Personal and sick leave shall be used and recorded in the following order:

1. Sick leave
2. Supplemental Leave

Leave Charts

The following charts are used to calculate Sick, Personal and Supplemental Leave for employees who work 100% of the day.

Sick Leave

No. Days Employed	Days Earned
0-17	0.0
18-35	0.5
36-59	1.0
54-71	1.5
72-89	2.0
90-107	2.5
108-125	3.0
126-143	3.5
144-161	4.0
162-179	4.5
180+	5.0

Supplemental Leave

No. Days Employed	Days Earned
0-17	0.0
18-35	1.0
36-59	2.0
54-71	3.0
72-89	4.0
90-107	5.0
108-125	6.0
126-143	7.0

144-161	8.0
162-179	9.0
180+	10.0

Posting of Employee Leave

Leave records for all personnel are posted in days and half-days using the method shown below:

Leave used by personnel working 7.5 hours a day:

3-3/4 hours or less - ½ day

More than 3-3/4 hours - 1 day

Leave used by personnel working 8 hours a day:

4 hours or less - ½ day

More than 4 hours - 1 day

Leave Options for Absences of Less than One -half Day (Paraprofessional and Auxiliary Employees Only)

Options listed below require the approval of the supervisor:

Employee may “make-up” the time off during the same work week with supervisor’s permission.

Employee may choose, with supervisor approval, to be paid only for hours actually worked, i.e. docked for time of absence.

Completion of Absence From Duty Forms

It is imperative that the reason given for the absence be accurate. Leave will be posted based on information given on the Absence from Duty form and will not be changed at a later date. Personal leave claimed that has not been earned will be docked at a per day rate and will not be refunded.

Sick Leave

- Enter name and social security number of employee
- Refer to leave policy to determine proper entry of information regarding cause of absence, leave used, etc.
- Enter name and social security number of substitute and date(s) of substitute work.
- If absence was due to reasons not covered by leave policies, information should be provided at the bottom of the form to indicate organization or fund to be charged.
- Absence from Duty report must be signed. A signature stamp is not acceptable.
- For absences of five or more consecutive work days, consult Human Resources for procedures.

- All Absence from Duty forms will be submitted to the Accounting Department on a daily basis as completed. The Absence from Duty form for sick leave may be turned in when the employee returns to work.

Vacation or Personal Leave

- Complete an Absence from Duty form any time vacation or personal days are to be used. Forward to the supervisor for advance approval. When a decision is made regarding these requests, the supervisor should:
- Return one copy to the employee indicating approval or disapproval; and
- Forward one copy to the department or campus employee assigned to handle leave reports. If the vacation or personal days requested are not used, notify the employee responsible for leave forms by sending a copy of the request marked "VOID" or "REVISED".

Substitute Teacher Control System Procedures

- When it is necessary for a teacher to be absent from school, it is the responsibility of the teacher to notify the School immediately. When dates of workshops are known in advance, call the School although the date may be months in advance. All substitutes are to be called by the School Substitute Coordinator. Campus personnel are not responsible for calling substitutes. The substitute teacher should not accept an assignment unless called by the School Substitute Coordinator.
- All substitutes must sign in upon arrival at campus. Substitutes are required to work the teacher work day as follows:
- 7:30 AM - 4:15 PM
- Before leaving the school, the substitute teacher must return to the principal's office for instructions. The principal may release the substitute or have the substitute continue the assignment.

Monthly Report of Substitutes and Absence from Duty Reports

Monthly Report of Substitutes

The substitute should sign this form each day he/she substitutes (even long-term substitutes). Indicate if employee was absent for one-half day or a whole day.

Long-Term Substitute Work

Indicate when the substitute is to receive the long-term sub rate rather than normal substitute rate. Long-term substitutes must sign the Monthly Report of Substitutes. (These absences are often overlooked if this procedure is not followed.)

Absence from Duty Report

- Employee should complete the form as soon as possible and these forms should be sent to the Accounting Department on a daily basis as completed. The substitute name and social security number must be indicated on the bottom of the form.
- If Absence from Duty Report must be filed with the Accounting Department prior to the time the employee returns to work, a duplicate should be sent with the notation “duplicate” across the top of the form. Accounting Department employees will then be aware that the original is being held for signature and will be forwarded later.
- If absence is for only one-half day, then “½ day” should be shown for the time worked by the substitute.
- Absence from Duty forms must balance to the Monthly Report of Substitutes.
- Any Absence from Duty forms for a particular month, not previously sent in to the Payroll office, i.e. Absence from Duty’s for extended leave or leaves of absence, will be attached to the Monthly Report of Substitutes. These reports will be due the second working day of the month following the reporting period.
- Substitutes who are filling in for a vacant position or extra duty should be indicated on the bottom of an Absence from Duty with a notation of “EXTRA”.

Employee Benefits

A number of benefit and/or deduction options are available to employees of the charter school.

These benefits are listed below:

- Insurance (employees working 25 hours a week or more)
- Teacher Retirement
- Workers’ Compensation
- Unemployment Compensation
- Leave

Procedures for Handling Workers’ Compensation

If an employee is injured on the job:

- The supervisor notifies the Workers’ Compensation Coordinator of the injury immediately.
- The injured employee and supervisor complete the First Report of Injury Form and send it to the Workers’ Compensation Coordinator. This should be done within twenty-four (24) hours of the injury. If the injured employee is unable to complete the form, the supervisor will complete and submit the form. The supervisor must sign the form.
- The supervisor contacts the Workers’ Compensation Coordinator and advises an estimate of the time the employee will be out. If an employee is unable to return to his/her next scheduled shift,

the Supplemental Report of Injury Form must be completed by the supervisor stating estimated time away from work.

- The employee will contact the Accounting Department if he/she is out as a result of the injury. Accounting Department will determine leave days available. The employee will be permitted to use leave days available even when receiving workers' compensation benefits. The Accounting Department will notify the employee of the number of leave days available.
- When an employee returns to work, the supervisor must notify the Workers' Compensation Coordinator immediately by telephone followed by the completion of the second Supplemental Report of Injury Form submitting the form to the Workers' Compensation Coordinator.
- Two days prior to expiration of the employee's leave time, the Accounting Department will contact the supervisor to determine if it is necessary to fill the job at that time or whether further time may be extended to the employee.
- If it is not necessary to fill the position, the Accounting Department notifies the supervisor that it will be necessary for the employee to file a request for Temporary Disability Leave through the Accounting Department.
- If it is necessary to fill the job immediately and the employee's leave has expired, the supervisor will notify the Accounting Department by memo that the position must be filled. Upon expiration of leave, the Accounting Department will send a notice to the employee by registered mail of the necessity of payment of insurance premiums if applicable.
- Employees cannot be terminated while they are receiving workers' compensation benefits, but the law does allow filling the position vacated by the employee.
- An employee may contact the Workers' Compensation Coordinator should there be a question regarding his/her workers' compensation injury.

Workers' Compensation Act - Who is covered?

The Workers' Compensation Act provides benefits to any employee who has been injured in an on-the-job accident or who has been disabled by an occupational disease (one arising out of and in the course of employment), or to the surviving spouse and children of the injured worker. Application of the Workers' Compensation Act is as follows:

Applies only to Employees

The Act applies to all employees on the school charter school payroll

Applies Only to Injuries Sustained in the Course of Employment

The Act applies only to injuries sustained by employees while they are acting in the course of their employment. Generally, this means that at the time of injury, the employee must have been

engaged in the furtherance of the charter school's affairs or business; also, the injury must have originated in or have been caused by charter school business. Most on-the-job injuries sustained by employees are regarded as having been sustained in the course of employment. However, illustrative of the types of cases in which a course of employment question may arise are the following: Injuries in which an act of God plays a part; injuries sustained while the employee is engaged in a fight or in "horseplay"; injuries sustained while the employee is going to or from work; and injuries during a lunch break or before or after working hours. In cases of this type, investigation may be required before it can be determined whether the Act applies. Generally, accidents which occur during working hours will be considered under the Workers' Compensation Act.

MSE General Travel Procedure

- 1) Traveler is defined as one traveling on official MSE or affiliate business.
- 2) Official travel is defined as movement on official MSE or affiliate business from one's home or normal place of employment to another destination and return to one's place of normal employment, or to one's home.
- 3) Reimbursement for personal expenses or family expenses incurred while on official MSE travel is not permitted.
- 4) Reimbursement for first-class travel by employees on official business is not permitted. Commercial transportation is reimbursed on the basis of the actual cost incurred.
- 5) Travel by private automobile should only be used when it is more cost effective for MSE. Tolls and additional reasonable parking charges are allowed in addition to the mileage allowance.
- 6) When traveling by private automobile on official travel, if the vehicle is involved in an accident or the vehicle is damaged in some manner, the owner's insurance is primary.
- 7) Travelers should rent cars only when other transportation is not available or when their use will result in significant saving of cost and time.
- 8) Travelers using rental vehicles should not purchase the optional coverage offered. This is provided by MSE.
- 9) Rental cars should be obtained from companies with whom MSE has discount agreement.
- 10) Costs of taxi and public transportation service –excluding tips– are acceptable in official MSE travel when receipts are presented.

- 11) When the accidental injury to a group of travelers would seriously impair the operation of a MSE activity, MSE strongly discourages travel by groups of more than two or three in the same trip.
- 12) Expenses for motel and hotel room accommodations are reimbursable when submitted with receipts. Food and beverage expenses are reimbursable on a per diem basis. Per Diem rates are based on US General Services Administration-<http://www.gsa.gov/>.
- 13) No entertainment expenses will be reimbursed.
- 14) Receipts are required for all expenses during the travel. Reimbursement is not possible otherwise.
- 15) Signed requisition for the travel should be submitted before the travel. It should be approved by the principal.
- 16) There is no restriction on payment method. Staff members can do their arrangements with any method (check, credit card, cash, MSE check and card, etc).
- 17) Advances for traveling expenses might be available upon approval of the executive director/principal.
- 18) A completed travel expense report accompanied by receipts should be signed and reported in 7 days after the travel.
- 19) Automobile Mileage Allowance based on actual mileage or standard highway mileage guides.
- 20) Per Diem allowance is based on time of departure and return.

MSE Field Trip Policies

- 1) Students must stay with the teacher and/or chaperone at all times.
- 2) Students must wear name tag all times.
- 3) Students must follow their teacher's directions.
- 4) Students must be respectful and polite at all times.
- 5) No yelling and/or screaming is allowed.
- 6) Students are responsible for their own items.
- 7) Consumption of any kind of alcoholic beverages is prohibited for everyone.
- 8) Students must follow school rules and policies at all times.
- 9) No student will be allowed to go on the field trip without a signed permission slip to MSE.
- 10) If any of the field trip rules is violated, that student may be sent back to sit on the bus. Further action may be taken depending on the severity of the infraction.

MSE Field Trip Bus Policies

- 1) Same as student rules listed above.
- 2) Students must remain seated on bus.
- 3) Students must listen and follow directions of bus driver, teacher, and all adults.
- 4) No food, drinks, gum, candy are allowed on bus.
- 5) Students may bring hand held CD players, cassette players, radios, but they must have headphones (No portable stereos).
- 6) Students may bring electronic handheld games (ex. Game Boy), but they must have headphones.

Idle Funds

MSE shall invest temporarily idle funds to earn the maximum return for the period available. Highest priority shall be placed on the safety and liquidity of funds. Funds may be placed in the following types of investments:

- Bids from qualified depositories;
- Certificates of deposits;
- Time deposits;
- Securities of the United States Government including obligations of the United States Treasury;
- State managed cooperative investment plans, or
- Other forms of authorized investments. MSE will not invest in derivative products.

MSE shall invest temporarily idle internal account funds in qualified depositories at the best available return subject to the advice of district staff trained in investment practices and procedures. A periodic audit review of the written internal controls and operational procedures for investment of funds shall be conducted by an independent certified public accountant in conjunction with required district financial audits. The Superintendent shall report such investments in the monthly financial statement and indicate the location of each investment.

Other investments may not be made unless specifically authorized by MSE Board.

15. Management and Administration

Section 15 - Provide a plan for the management and administration of the school.

Detail the management and administration plan for the school. Clearly describe and delineate the roles and responsibilities of the school's leader(s), the governing board, and other key personnel. If you have identified specific individuals who will play day-to-day leadership roles in the school, list them. For individuals you have not previously described under questions 8 or 13, provide information about their background and qualifications and attach their resumes.

Roles and Responsibilities of the Proposed School:

Members of the RF board will carry out its statutory responsibilities associated with operating the charter school in an efficient and ethical manner and in compliance with local and other applicable state and federal laws. The RF will have the authority for policy and operational decisions of the proposed school. In the meantime, the RF Board, the sponsor, does not intend to manage daily school activities. It is the school principal/director's primary responsibility to run day-to-day school operation.

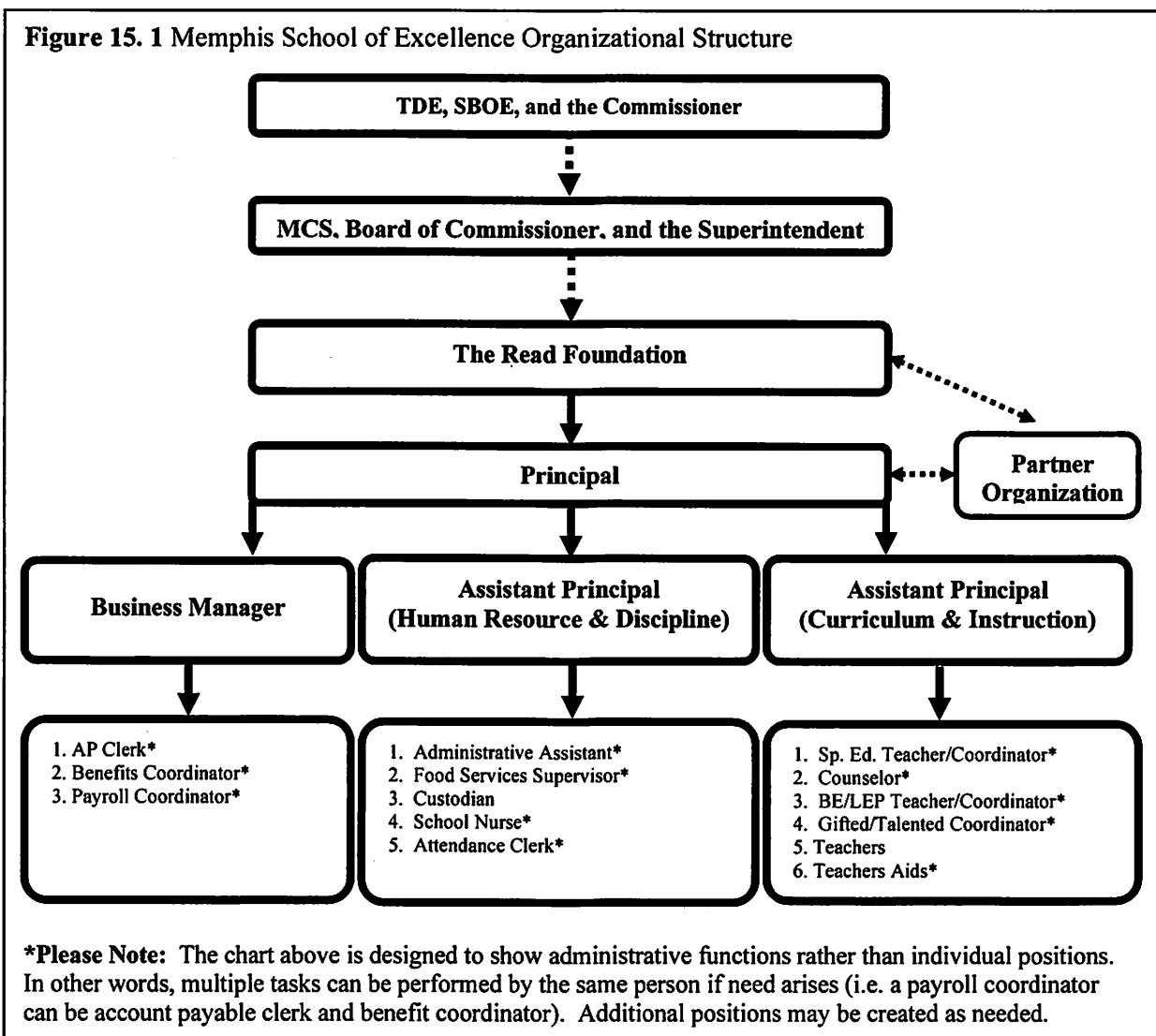
The following table shows key decisions and the decision making authority;

Key Decisions	Decision making authority
Hiring and evaluating school the principal	The Read Foundation
Hiring and evaluating teacher performance	The School principal
Setting the budget and managing the school's expenses and revenues against the approved budget	The Read Foundation along with principal who prepares the budget. The principal and business manager will play active roles in managing the school's expenses and revenue against the approved budget.
Defining key school policies including code of conduct, enrollment procedures, and grievance process	The Read Foundation
Setting goals and objectives	The Read Foundation
Establish and maintain all policies governing the operation of the charter school	The Read Foundation
Handle complaints submitted to the board	The Read Foundation

The RF will be in compliance with the *No Child Left Behind Act* and will seek to hire teachers who are highly qualified in core academic subject areas. Teachers who are employed at the school shall

have a minimum of bachelor's degree and will demonstrate competency in the area of assignment. The Special Education and BE/ELL teacher will be certified or licensed in the area of assignment.

Organizational Structure and Line of Authority: The following flow chart (Figure 15.1) shows the organizational structure and line of authority of each campus. Each arrow points to the flow of leadership of each position from top-to-bottom. A dotted line shows mutual communications rather than a line of authority between the management company and the campus principal. Within this line of authority, teachers, aids, coordinators, nurse etc. report to assistant principals. Payroll and benefit coordinators report to the business manager. Assistant principals and the business manager report to the principal. The principal gathers relevant data and evaluates all of his or her personnel. The principal also prepares a monthly board reports to be submitted to the School board.



Narrative Description of the organizational Chart: Job description and role and responsibilities of each position that are mentioned in the organization chart are listed below:

PRINCIPAL/DIRECTOR:

Principal shall operate as chief operating subordinates to the school board in orchestrating program and service delivery to students through teaching and auxiliary staff including the following duties:

Supervisory Responsibilities:

Supervise and evaluate the performance of staff assigned to campus including assistant principal(s), the business manager, teacher(s), counselor(s), librarian(s), instructional aides, clerical support staff, and custodians.

Skills:

- Knowledge of school law, finance, and curriculum.
- Able to manage personnel.
- Able to interpret policy, procedures, and data.
- Exceptional organizational, communication, public relations, and interpersonal skills.

Working Conditions:

- Maintain emotional control under stress.
- Occasional district wide and statewide travel.
- Frequent prolonged and irregular hours.

Responsibilities and Duties:

Management:

- Monitor instructional and managerial processes to ensure that program activities are related to program outcomes and use findings to take corrective actions.
- Regularly consult the campus-level committee about planning, operation, supervision, and evaluation of campus education program. Include students and community representatives when appropriate.

School or Organization Morale:

- Provide instructional resources and materials to support teaching staff in accomplishing instructional goals.
- Foster collegiality and team building among staff members. Encourage their active enrolment in decision-making process.
- Provide for two way communications with the board and staff, students, parents, and community.
- Communicate and promote expectations for high-level performance to staff and students. Recognize excellences and achievement
- Ensure the effective and quick resolution of conflicts

School or Organization Improvement

- Build common vision for school improvement with staff. Direct planning activities and put programs in place with staff to ensure attainment of school's mission.
- Develop and set annual campus performance objectives for each of the Academic Areas.
- Develop, maintain, and use information systems and records necessary to show campus progress on performance objectives.

Personnel Management:

- Interview, select, and orient new staff. Approve all personnel assigned to campus.
- Define expectation for staff performance with regard to instructional strategies, classroom management, and communication with public.
- Observe employee performance, record observations and conduct evaluation conferences with staff.
- Work with campus-level planning and decision-making committees to plan professional development activities.

Management of Fiscal, Administrative, Facilities Functions:

- Comply with district policies and state and federal laws and regulations affecting the schools.
- Develop campus budgets based on documented programs needs, estimated enrollment, personal, and other fiscal needs. Keep programs within budget limit
- Maintain fiscal control. Accurately report fiscal information.
- Compile, maintain, and file all physical and computerized report, records, and other documents required including accurate and timely reports of maximum attendance to requisition textbook.
- Manage use of school facilities. Supervise maintenance of facilities to ensure a clean, orderly and safe campus.
- Direct and manage extracurricular and intramural programs. Including management of multiple activity funds.

Student Management:

- Work with faculty and student to develop a student discipline management systems that results in positive student behavior and enhances the school climate.
- Ensure that school rules are uniformly observed and that student discipline is appropriate and equitable in accordance with Student code of Conduct and student handbook.
- Conduct conferences about student and school issues with parents, student, and teachers.

School or Community Relations:

- Demonstrate awareness of school and community needs and initiate activities to meet those needs.
- Use appropriate and effective techniques to encourage community and parent involvement.

ASSISTANT PRINCIPALS:

Assistant Principals will assist principal in instructional program administration, human resources organizations, student activities and services.

Skills:

- Working knowledge of charter operations.
- Exceptional organizational, communication and interpersonal skills.
- Capable of coordinating charter support operations.

Responsibilities and Duties:

Share supervisory duties for charter professional staff with charter principal. Oversee teachers, custodians, paraprofessionals, clerical personnel and others as assigned.

Instructional Management

- Assist in planning and assessing the educational programs.
- Encourage planning of innovative education programs, assist teachers in implementing such efforts when appropriate.

- Encourage the use of technology in the instructional process.

Charter Atmosphere

- Encourage a constructive, thoughtful climate for learning.
- Promote fairness of students and staff from all cultural backgrounds.
- Communicate with students and staff in an effective manner.

Charter Improvement

- Assist in organization of school improvement plan with staff, parents and community members.
- Help principal design, manage and implement information systems to manage and track progress on charter goals and academic excellence indicators.

Personnel Management

- Hold employee evaluation conferences based on records of performance evaluation.
- Assist principal in interviewing, selecting and orienting new charter employees.

Administration and Fiscal/Facilities Management

- Oversee charter operations in principal's absence.
- Assist in scheduling student activities by participating in the development of class schedules, teacher assignments and extracurricular activity schedules.
- Oversee student attendance records and assist the attendance clerk on truancy issues.
- Requisition supplies, textbooks and equipment; verify inventory; manage records; and confirm receipts for materials.
- Aid in safety drill practices and inspections.
- Manage support services including transportation, custodial and cafeteria.
- Abide by all federal and state laws that apply to charter schools and charter policy.

Student Management

- Provide for supervision of students during non-instructional hours.
- Help students develop positive behavior through a student discipline management system.
- Provide for uniform enforcement of school rules and oversee appropriate and reasonable student discipline.
- Hold parent/teacher/student conferences in regard to student and school issues.
- Demonstrate use of productive and efficient skills to raise community and parent involvement.

BUSINESS MANAGER:

The primary role and purpose of the business manager is to oversee and maintain the operation of all financial and business affairs of the charter including accounting, payroll, purchasing, and risk management and act as the chief financial adviser to the principal and the board. Business manager must have an understanding of school accounting principles.

Skills:

- Applicable knowledge of school finance, budgeting, accounting systems, and economics.
- Effective communication, public relations, and interpersonal skills.
- Knowledge of personal computers and software to compile spreadsheets, perform data analysis, and do word processing.
- Capable of interpreting policy, procedures, and data.
- Capable of managing budget and personnel.
- Capable of coordinating charter activities.

Responsibilities and Duties:

Fiscal Management

- Ensure that the principal is advised on the business affairs of the charter school.
- Analyze accounting practices, systems, and controls in all charter departments and advise on improvements in their structure, implementation, and maintenance.
- Manage a revolving auditing program for all funds and work with the charter's independent and internal auditors while conducting audits.
- Maintain accounting systems that comply with laws and regulations.
- Devise period cash flow analysis to determine cash available for investment and payment of bills.
- Manage charter investment portfolio.
- Supervise monthly bank settlement preparations for the operating, special revenue, debt service, construction, tax, cafeteria, and athletic accounts. Audit statements of vendor and payroll clearing accounts.
- Compile and enter all budget adjustments, additions, and deletions.
- Assess and authorize all purchase orders and check requests and manage budget by certifying availability of funds.
- Help with drafting of budget and assessing the long- and short-range objectives for the business operations of the charter.
- Oversee needs evaluation for the enhancement of the charter business operations.
- Collaborate with charter personnel to project student enrollments, staff needs, building and facilities needs, energy needs, capital equipment needs and other cost items for the charter and individual school improvement.
- Monitor the business office budget and see that programs are cost effective and funds are managed effectively.
- Act as charter leader to achieve cost-effective practices throughout the school.
- Confirm that business operations support the charter mission.

Documentation and Law

- Ensure policies established by federal and state law that apply to charter schools and local board policy in area of business operations is being followed.
- Manage all hardcopy and computerized reports, records, and other documents required.
- Compile and review monthly financial statements and budget reports.
- Draft comprehensive annual financial report.
- Compile semi-annual financial reports to LDE for submission.
- Draft quarterly and final reports for all federal funds.

Inventory

- Ensure accurate computerized inventory records of all of the charter's assets.
- Maintain and direct sales of surplus salvage equipment for disposal.
- Oversee maintenance of replacement cost-asset inventory for insurance purposes.
- Receive and register bids, calculate results and draft written recommendations.
- Oversee the drafting of bids and bid specifications.

Personnel Management

- Compile, check and revise business department job descriptions.
- Devise training options and/or improvement plans to maintain superior business operations.
- Assess job performance of employees to maintain effectiveness.
- Oversee personnel and make accurate recommendations in regards to assignments, retention, discipline, and dismissal.

Community Affairs

- Show knowledge of charter and community needs and implement programs to meet those needs.

Supervisory Responsibilities:

Supervise and assess the performance of the risk manager, purchasing manager, bookkeeper, accounts payable clerk, and payroll clerk.

Job Related Conditions:

- Maintain control in stressful situations.
- Travel may be required.
- Extended or irregular hours.

TEACHER:

The primary role and purpose of a teacher is to provide students with appropriate educational activities and experiences that will enable them to fulfill their potential for intellectual, emotional, physical and social growth. Teachers will help students develop the skills necessary to be a productive member of society.

Skills:

- Understanding of subjects assigned.
- Working knowledge of curriculum and instruction.
- Capable of instructing students and managing their behavior.
- Exceptional organizational, communication and interpersonal skills.

Responsibilities and Duties:

Instructional Strategies

- Design, write and use lesson plans that conform to the charters curriculum. Ensure written plans are available for review.
- Ensure lesson plans show modifications for differences in student learning styles.
- Teach instructional subjects according to guidelines established by Department of Education, charter polices and administrative regulations.
- Implement appropriate instructional and learning strategies, activities, materials and equipment to ensure comprehension of learning styles and student needs.
- Design instructional activities by using data from student learning style assessments.
- Collaborate with special education teachers on student Individual Education Plans to ensure all modifications are met.
- Collaborate with staff to determine charter requirement for the instructional goals, objective and methods.
- Produce and oversee teacher aide and volunteer assignments.
- Employ technology practices to strengthen the instructional process.

Growth and Development

- Help students assess and enhance their study methods and habits.
- Produce formal and informal testing to evaluate student success.
- Coordinate and manage extracurricular duties as assigned. Sponsor outside activities approved by the charter principal.
- Serve as an example for students, support mission of charter.

Classroom Management and Organization

- Prepare classroom to enhance learning and to aid in physical, social and emotional development of students.
- Control student behavior in agreement with the student handbook.

- Ensure necessary and reasonable measures are taken to protect students, equipment, materials and facilities.
- Provide input on book, equipment and material selection.

Communication

- Establish communication rapport with parents, students, principals and teachers through conferences.
- Create and maintain a professional relationship with colleagues, students, parents and community members.
- Present information accurately through clear communication skills.

Professional

- Enrich job skills through professional development activities.

Other

- Keep up to date on and abide by state and charter regulations and policies for classroom teachers.
- Gather, manage and file all reports, records and other documents required.
- Be active in faculty meeting and assist in staff committees as necessary.

Job Related Conditions:

- Maintain control in stressful situations.
- Extended hours may be required.
- Some lifting may be required.

SPECIAL EDUCATION TEACHER:

The primary role and responsibility is to provide services to special education students with appropriate learning activities and experiences that will enable them to fulfill their potential for intellectual, emotional, physical and social growth. The Special Education teacher will develop student ability level instructional materials through modified curriculum and prepared lesson plans. Special Education teacher will conduct work in self-contained, team, departmental or itinerant capacity as necessary.

Skills:

- Complete knowledge of special needs of students in assigned area.
- Complete knowledge of Individual Education Plan Committee process and Individual Education Plan (IEP) goal setting process and implementation.
- Working knowledge of curriculum and instruction.

Responsibilities and Duties:

Instructional Strategies

- Work in conjunction with students, parents and other members of staff to develop IEPs through the IEP Committee process for each student assigned.
- Design, write and use instructional, therapeutic or skill development program for assigned students and ensure written plan is available for review.
- Ensure comprehension of learning styles and student needs are met through creation and implementation of appropriate instructional and learning strategies, activities, materials and equipment.
- Collaborate with classroom teacher on student IEP to ensure all modifications are met and help special education students in regular class when appropriate.
- Participate in IEP Committee meetings on an ongoing basis.

- Design instructional activities by using data from students learning styles assessment.
- Ensure IEP guidelines are met when presenting subject matter.
- Use an assortment of media and techniques to meet the needs and capabilities of each student assigned.
- Produce and oversee the teacher aide and volunteer assignments.
- Employ technology practices to strengthen the instructional process.

Growth and Development

- Produce formal and informal testing to evaluate student success.
- Oversee or ensure personal care, medical care and feedings of students as stated in IEP.
- Manage and care for all extracurricular duties as assigned. Sponsor outside activities approved by charter principal.
- Serve as an example for students; support mission of charter.

Classroom Management

- Prepare classroom to enhance learning and aid in the physical, social and emotional development of the students.
- Control student behavior and implement discipline plan. This includes handling crisis situations and physically restraining students as necessary according to IEP.
- Collaborate with the classroom teachers regarding student behavior management programs according to IEP.
- Collaborate with charter and outside resource people regarding education, social, medical and personal needs of student.
- Ensure necessary and reasonable measures are taken to protect students, equipment, materials and facilities.
- Provide input on books, equipment and material selection.

Communication

- Ensure good communication rapport with parents, students, principals and teachers through conferences.
- Create and maintain a professional relationship with colleagues, students, parents and community members.
- Present information accurately through clear communication skills.

Other

- Enrich job skills through professional development activities.
- Keep up to date and abide by federal, state and charter policies for special education teachers.
- Gather, manage and file all reports, records and other documents required.
- Be active in faculty meetings and assist in staff committees as required.

Job Related Conditions:

- Maintain control in stressful situations.
- Some lifting may be required.
- May be required to restrain students to control behavior.

SPECIAL EDUCATION AIDE:

Primary role and purpose of a special education aid is to provide assistance to the special education teacher for the physical and instructional needs of the charter student with disabilities in the special education program. The special education aid will help implement educational programs, including self-help, behavior management and instructional programs for students. The special education aid

will work under direct supervision of a certified special education teacher and indirect supervision of the principal.

Skills:

- Capable of working with children with disabilities.
- Capable of following verbal and written instructions.
- Capable of communicating effectively.
- Able to use general office equipment.

Responsibilities and Duties:

Instructional Support

- Prepare educational materials and displays for the classroom with the assistance of the classroom teacher.
- Assist in keeping class neat and orderly.
- Assist teacher in handling administrative records and reports.
- Help substitute teachers with classroom layout, or other pertinent classroom management.
- Assist with inventory, care and maintenance of equipment.

Student Management

- Help physically disabled students according to their needs, including but not limited to, transferring to and from wheelchairs, lifting or positioning.
- Help students with physical needs and personal care, including but not limited to, feeding, bathroom needs, and personal hygiene.
- Assist in student behavior management. This includes handling crisis situations and restraining disruptive or dangerous students as needed.
- Take responsibility for learning and conforming to each student's special medical, physical, communicative and emotional needs.
- Coordinate educational activities assigned by the teacher; help individual students or small groups.
- Assist in overseeing students throughout school day, inside and outside classroom. This includes lunchroom, bus and playground duty.
- Advise teacher on special needs or problems of individual students.

Other

- Ensure confidentiality.
- Enhance job skills by participating with staff development programs.
- Be active in faculty meetings and special events as assigned.

ADMINISTRATIVE ASSISTANT:

Primary Role and Purpose of the administrative assistant is to organize and maintain the normal work activities of the office of administration. Provide clerical duties to the principal, assistant principals, and other charter staff.

Skills:

- Exceptional keyboarding, word processing and file maintenance skills.
- Strong communication and interpersonal skills.
- Basic math skills.
- Knowledge of personal computer and software in order to compile spreadsheets and databases and do word processing.

Responsibilities and Duties:

Records and Correspondence

- Draft correspondence, forms, reports, etc., for the principal and other department staff members using a personal computer.
- Prepare data as needed when completing state and local reports.
- Organize and manage hardcopy and computerized departmental files.
- Manage student records as needed.

Accounting

- Attend to routine bookkeeping duties, including basic math operations, for the department.
- Assist with the completion of purchase orders and payment authorizations.
- Maintain personnel time records including leave requests and reports. Draft and submit information to the central office.

Other

- Answer incoming calls, take accurate messages and transfer to appropriate staff.
- Oversee appointment schedule and make travel arrangements for department staff.
- Receive, sort and deliver mail and other documents to department staff.
- Ensure confidentiality of information.

Job Related Conditions:

- Maintain control in stressful situations.
- Manage time with frequent interruptions.
- Extended computer time.

COUNSELOR:

Primary Role and Purpose of the counselor is to develop, implement, and assess a comprehensive guidance program for the charter including counseling services. Promote a guidance program that shows students how their personal growth and development can be maximized.

Skills:

- Working knowledge of counseling procedures, student appraisal and career development.
- Superior organizational, communication and interpersonal skills.
- Capable of instructing students and managing their behavior.

Responsibilities and Duties:**Guidance**

- Communicate the guidance program to students and parents.
- Assist teachers to include guidance program with charter curriculum.
- Administer education programs and career awareness to individuals and student groups on an ongoing basis.
- Ensure individual and small group counseling needs are met.

Consultation

- Confer with individuals associated with students to enhance their work with students.
- Collaborate with charter personnel and community residents to obtain resources for students.
- Ensure special programs and services are utilized by students with an efficient referral process.

Evaluation

- Assist in devising and assessing a charter standardized testing program.
- Evaluate test and assessment results effectively.

Program Management

- Develop a comprehensive guidance/counseling program that meets the identified needs of the student.
- Plan and implement an ongoing assessment of the guidance program and make adaptations based on the results.
- Gather, manage and file all required hardcopy and computerized reports, records and other documents.

Administration

- Abide by policies established by federal and state law that apply to charter schools, Commission's Rules that apply to charter schools, and charter policy in guidance and counseling area.
- Abide by all charter routines and regulations.
- Ensure a positive and constructive relationship with supervisors.
- Communicate with colleagues, students and parents in an effective manner.

Professional

- Provide role model behavior that is professional, ethical and responsible.
- Partake in professional development to enhance skills related to job assignment.

Job Related Conditions:

- Maintain control in stressful situations.

FOOD SERVICE SUPERVISOR:

Primary Role and Purpose of the food service supervisor is to oversee charter food service operations. Ensure that appropriate quantities of food are prepared and served. Abide by menu time constraints established by charter administration. Ensure health codes are met.

Skills:

- Working knowledge of methods, materials, equipment and appliances used in food preparation.
- Capable of managing personnel.
- Planning and organizational skills.
- Capable of understanding food preparation and safety instructions.
- Knowledge of kitchen equipment and food production procedures.
- Capable of operating large and small kitchen equipment and tools.
- Capable of performing basic arithmetic operations.

Responsibilities and Duties:

Cafeteria Management

- Compile and manage work schedules and production records.
- Oversee daily kitchen and cafeteria activities.
- Comply with serving schedules and prepare all food items according to menu guidelines defined by departmental policies and procedures.
- Collaborate with charter principal to see that temporary schedule changes and special serving requirements are met, and to handle personnel problems.
- Oversee and tutor employees at charter level, ensuring efficiency, morale and teamwork.

Documentation and Law

- Provide safe and high quality food and prepare according to policies, procedures and department requirements.
- Compile precise reports of daily and monthly financial, production and activity records.

- Manage accurate information for payroll reporting and forward to appropriate department.

Safety

- Provide safe and hazard-free environment for storing food.
- Produce and abide by standards of cleanliness, health and safety following health and safety codes and regulations.
- Keep a safe work environment.

Inventory and Equipment

- Guarantee that adequate food and supplies are maintained through daily orders and periodic inventories.
- Keep records on required equipment maintenance within campus food service department.
- Provide ongoing preventive maintenance and keep records of all equipment repairs needed.
- Advise replacement of equipment to meet department needs.
- Inventory equipment and supplies annually.

Other

- Help review, select and train cafeteria workers. Make sound recommendations about the assignment, discipline and retention of cafeteria workers.

Supervisory Responsibilities:

Oversee and assess food service workers assigned to charter cafeteria.

Job Related Conditions:

- Maintain control in stressful situations.

CUSTODIAN:

Primary Role and Purpose:

Oversee charter's maintenance and custodial operations. Maintain facilities so that full educational use may be made at all times. Ensure facilities provide an excellent working environment that is safe, clean, attractive and functional.

Skills:

- Working knowledge of basic principles of construction, school plant maintenance and custodial operations.
- Capable of managing maintenance department budget and personnel.
- Capable of coordinating district functions.
- Capable of interpreting policy, procedures and data.
- Capable of reading blueprints and schematics.
- Effective organizational, communication and interpersonal skills.

Responsibilities and Duties:

Facility Maintenance

- Supervise custodial, maintenance and repair, security and central warehouse operations of charter.
- Process work orders for repair and maintenance of charter facilities and grounds.
- Provide written working procedures for maintenance, repair, operations and security of all charter facilities and equipment.
- Organize plans and requirements for contracted repair work and locations improvement for submission to appropriate department for bids.

Documentation and Law

- Follow federal and state laws that apply to charter schools, Commissioner's Rules that apply to charter schools, and local charter policy in maintenance area.
- Gather, manage and file all reports, records and other documents required in maintenance area.
- Compile necessary information to process maintenance payroll.

Finance and Inventory

- Oversee maintenance budget and verify that programs are cost efficient and funds are managed accordingly.
- Record program needs in order to provide budget and cost estimates.
- Supervise inventory and stock control program for equipment and supplies.
- Write purchase orders and bids within charter budget and following charter policies.
- Replace and maintain an adequate inventory of supplies and parts.
- Approve and forward maintenance department invoices and purchase orders to accounting department.
- Propose disposal of obsolete equipment and acquire updated equipment as necessary.

Personnel

- Assign work to maintenance personnel and supervise job completion.
- Draft and revise maintenance department job descriptions.
- Assess effectiveness of employees' job performance.
- Employ, train, oversee and make sound recommendations about maintenance personnel placement, transfer, retention and dismissal.

Safety

- Implement safety standards that abide by federal, state, and insurance regulations and implement a safety prevention program.
- Keep all equipment in ideal operating condition.

Other

- Work as disaster duty personnel when needed.
- Participate in professional growth activities to keep informed of new methods in maintenance operations.
- Be available for after-hours emergencies.

Supervisory Responsibilities:

Oversee performance of craftsmen, head custodian, grounds foreman, warehouse supervisor, head security, and support staff assigned to maintenance department.

Job Related Conditions:

- Maintain control in stressful situations.
- Frequent travel required.
- Extend hours may be required.

SCHOOL NURSE:

Primary Role and Purpose:

Ensure complete health services program for charter. Provide students with health services.

Incorporate students into health education program and teach preventive health practices.

Skills:

- Ability to evaluate students to identify health defects.
- Exceptional organizational, communication and interpersonal skills.
- Capable of implementing policies and procedures.

Responsibilities and Duties:

Nursing Services

- Provide medical care, minor or emergency, to students and staff according to charter policy.
- Act as health mentor for students.
- Contact parents or guardian in cases of accident or illness. Obtain outside medical care in emergency cases when parents or guardian cannot be reached.
- Implement plan to ensure student medications are administered properly. Ensure plan is in compliance with charter policy and procedures.
- Issue health screening for staff and students as required by the Department of Health. Make referrals as necessary.
- Plan and implement an ongoing evaluation of charter health program and make adaptations based on the results.

Instruction

- Assist in drafting of charter health education curriculum and teach health education to individuals and groups.
- Ensure individual students receive health counseling and instruction.

Consultation

- Work as health partner between school, physicians, parents and community.
- Assess and refer student problems with the assistance of students, teachers, parents and medical and health care professionals as needed.
- Assist with Admission, Review, and Dismissal Committee, crisis team and school committees.
- Assess and report cases of suspected child abuse.
- Initiate home health care for students with health problems with permission of the charter administration.
- Keep ongoing communication with principal and health services coordinator on issues of health services.

Administration

- Manage and assess immunization records.
- Ensure correct program administration by following program charter procedures.
- Oversee nurse aides and ensure training of clinic policies according to charter regulations.
- Gather, manage and file all reports and other documents required, including clinic records and accurate, updated health records on all students.
- Maintain clinic inventory as needed by requisition of supplies and equipment.
- Abide by policies established by federal and state laws that apply to charter schools, Department of Health rule that apply to charter schools.
- Inform principal of potential health and safety hazards.
- Abide by all charter routines and regulations.

Professional Development

- Keep current CPR, vision and hearing screening and health screening certification.
- Provide role model behavior that is professional, ethical and responsible.

Supervisory Responsibilities:

- Direct the work of assigned nurse aides.

Job Related Conditions:

- Maintain control in stressful situations.
- Possible exposure to bacteria and communicable diseases.

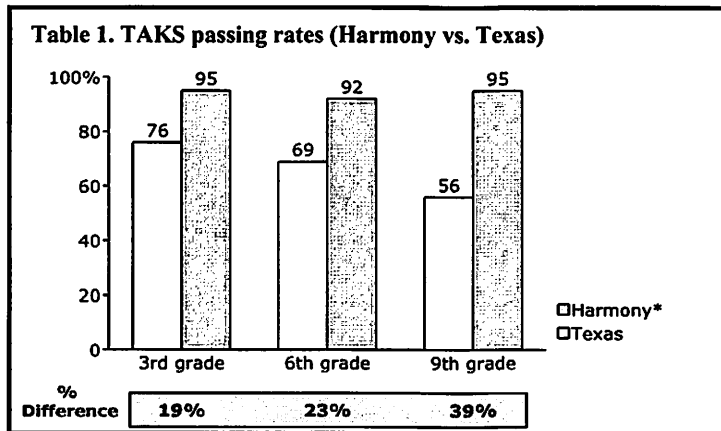
The Partner Organization's Role in the Organizational Structure: The Cosmos Foundation, a non-profit educational organization, will offer comprehensive school advisory services to the Read Foundation board and Memphis School of Excellence. The Cosmos Foundation will not interfere nor will be involved in daily school activities; although, the foundation will periodically review school activities and operations and provide periodic reports to the principal and the RF Board. The Cosmos Foundation will work closely with the RF board and the principal of MSE during and after the establishment phase as needed. The Cosmos Foundation will advise and provide services when necessary in the following areas;

- staff hiring and management trainings including recruiting, training, professional development, evaluation;
- develop strategies for student enrollment;
- business management and comprehensive administrative services;
- advice on school operations management;
- advise on facilities planning and management;
- special education services; and
- reporting and compliance issues.

Brief Description about the Cosmos Foundation: The Cosmos Foundation, not-for profit educational organization, was established in Houston, Texas by a dedicated educators and university academicians. The primary goal of the foundation is to establish charter schools focusing on math, science, engineering, and computer technologies and provide and opportunities in underserved communities.

The educators and leaders behind the Cosmos Foundation are passionate about transforming how students engage in math and science. With this vision in mind, the Cosmos Foundation launched its first school as Harmony Science Academy in Houston in 2000, with 200 students. Harmony has since grown to 19 schools and over 7,000 students, and built a distinct, high-quality brand.

The first Harmony was heralded as an exemplary school by the Texas Education Agency (TEA) in the 2004-05 school year; in 2006 it was one of 52 schools nationwide to be awarded the Title I National Distinguished School Award. Harmony schools have significantly outperformed the state average on TAKS passing rates as portrayed in Table 1. There is strong demand from parents as indicated by waiting lists in the hundreds. Harmony has financial support from TEA and private funders such as Bill and Melinda Gates Foundation, Michael and Susan Dell Foundation, Communities Foundation of Texas.



Harmony fundamentally believes that excelling in math and science prepares youth to succeed in college, the workplace and the 21st century. Harmony's vision is to enable students to succeed in school and have options to enter math, science and engineering careers. This strategic plan outlines Harmony's vision for impact and its plan to serve 24,000 students in 35 schools by 2012. Key steps towards realizing this vision include: articulating an approach to transforming math and science education, setting a clear growth plan, building a strong organizational engine, and accessing the necessary resources to achieve full potential.

All Harmony Schools are college preparatory charter schools. A strong emphasis is placed on mathematics, science, engineering, and computer applications on all campuses. Over 80 percent of the population of each campus is made up of minority students. Nearly 60 percent of each campus is also made up of economically disadvantaged and at-risk students. An exceptionally high quality education is being delivered to approximately 12,000 students in grades K through 12. Due to high performance and focus on college in science, math and computer technologies, 14 Harmony campuses are designated as T-STEM (Texas-Science Engineering and Mathematics) Academies as part of the Texas High School Project (THSP).

Plan for recruitment and succession of board members: One of our goals regarding board membership and diversity is to build a school board team around the core values rather than around the unpredictable results of school board elections or friendship. Current members of the Memphis School of Excellence intend to recruit its future members from the volunteers who participate in activities of the proposed school. In general, these volunteers may share similar goals and

objectives of the entire organization. Identification and recruitment of new school board member is a long-term process and takes a step-by-step approach accomplish this goal.

In order to have an effective board recruitment and nominations process the following elements will be considered;

- **Establish year-round committee;** Because board recruitment and nominations is such an important activity, a year-round committee will be established.
- **Link recruitment to the strategic plan;** The board, or the board development committee, will reviews the mission, vision, goals and strategies, and then determines any new skills, knowledge, personal contacts and other attributes future board directors will need to possess in order for the board to do its part in advancing the strategic plan.
- **Profile the current board;** The board development committee will create a profile of the current board using a matrix designed for this purpose. Key factors that define sought-after expertise, knowledge, skills, experience, as well as relevant demographic factors will be arranged down the side of the matrix.
- **Focus the recruiting priorities;** By reviewing the proposed school strategic plan, the performance requirements of the charter school contract, as well as the profile of current board strengths and weaknesses, the board development committee will identify the gap between the skills and knowledge needed on the board, and what board directors currently possess. Based on this analysis, the board development committee will set clear recruiting priorities for future board recruitment.
- **Write a board director job description;** To operate successful charter schools each board member must understand and accept the specific duties and responsibilities that come with board directorship. Key responsibilities include the following:
 - Consistent attendance at regular board meetings,
 - Participation as an active member on it least one committee,
 - Participation in the fund-raising activities of the school in a manner appropriate for that board director; and
 - Preparation in advance before regular board meetings by reading and studying materials sent in advance regarding key actions the board is expected to take at the next meeting.

The following steps will be utilized for school board member recruitment:

- Step 1.** Establish a board development committee,
- Step 2.** Prepare for active board director recruitment,
- Step 3.** Develop a profile of the current foundation board,
- Step 4.** Determine strategies to build board diversity;

According to research by Aspen Institute, factors related to building and maintaining board diversity include but not limited to the following:

- Having a nominating committee that is committed to building diversity.
- Making diversity a priority for the organization.
- Engaging in cultural diversity training and activities.

Step 5. Develop an initial list of prospective board members,

Step 6. Conduct first round of personal contact with top recruiting prospects,

Step 7. Schedule and conduct orientation sessions with prospective members, and

Step 8. Selection/appointment of new members to the board.

Parents, teachers, and community members' involvement in the school governance: We strongly believe that family involvement in the governance of the school is an important component for our student success. A parent will be included in the school board within six month of operation. The parent involvement creates a positive bond between the school community and the Board. Therefore, we will create a more responsive and inviting school climate to increase the level of family engagement. A strong continuing family and community involvement in all aspects of school programs and activities provides support for measurable improvement in student achievement.

Educators, local community groups, industry professionals have shown interest to help establish a school with an outlined mission and educational programs. These individuals will be involved in the school's operation and advertisement upon approval of this charter. Memphis School of Excellence commits to building involvement capacity in: communication, parenting across the grades, volunteering, at -home learning, decision making, collaborating with the community, and advocacy.

Upon approval of this charter proposal, members of the RF Board will hold several open houses. In these open houses, the new administrative team will provide power-point presentations regarding our proposed programs and school expectations from its prospective parents and students. Following the establishment of the proposed school, parents will be asked to form various committees (i.e., PTO, Family-School Action Team, School Improvement Committee, Parent Advisory Committee, fundraising committee, etc.) in conjunction with faculty and staff.

The RF Board and the administrators will annually hold a public meeting for and with parents, family, and school community members to inform, explain, and discuss yearly school and student progress data and school program plans, including financial program information. Parents, families,

and school community members will annually assess the effectiveness of its school program, including the family and community engagement component.

In addition to parents, faculty and staff from local universities and community colleges have also shown interest in and support establishing a new charter school with an outlined mission and educational programs. The proposed school will collaborate with members of these higher education institutions.

Crisis intervention and emergency preparedness plan: Given the heady responsibility of maintaining a safe and orderly school environment, having a Crisis Intervention and Emergency Plan is critical. Upon the establishment of the proposed school, the RF board will form a Crisis Intervention and Emergency Planning Team (CIEP) to oversee and implement a preparedness plan. The CIEP will be made up of individuals within the school staff, such as the principal, nurse, school resource officer, guidance counselor, teacher(s), custodian, etc.

Board of directors of the RF adopted an Emergency Planning and Procedure Handbook for MSE (**Appendix J**). This quick reference crisis response handbook will be used as guide by all MSE employees. The purpose of this handbook is to keep procedures that need to be followed during critical incidents easily accessible. Our goal is to provide school and community leaders with the most effective planning and response strategies for dealing with emergency and/or crisis situations. This handbook should be considered a first response. It is critical for all employees to be aware of and follow procedures for emergency situations.

16. Bylaws

Section 16 - Provide a copy of the proposed by-laws of the governing body of the charter school.

Please, see **Appendix K** for a complete copy of the bylaws.

Bylaws of the proposed charter school was revised based on the comments by the Application Review Committee of Memphis City Schools. The following sections of the bylaws were updated:

- Section 2.02: Number of Directors
- Section 2.04: Election and Terms of Directors
- Section 3.02: Election and Terms of Officers

17. Assurance of Liability

Section 17 - Include a statement of assurance of liability by the governing body of the charter school.

The members, directors, officers of Memphis School of Science MSE shall not be personally liable for any debt, liability, or obligation of the sponsors. All persons, corporations, or other entities extending credit to, contracting with, or having any claims against the sponsor may look only to the funds and property of MSE for payment of any such contract or claim, or for the payment of any debt, damages, judgment or decree, or any such contract or claim, or for the payment of any debt, damages, judgment or decree, or of any money that may otherwise become due or payable to them from the school.

The MSE shall indemnify and save and hold the Memphis City Schools Board of Commissioners (MCSBC), its partners, employees, officers, directors, sub-contractors and agents harmless against any and all claims, demands, suits, costs, judgment or other forms of liability to third parties, actual or claimed, including reasonable attorneys' fees, for injury to property or persons (including but not limited to violations of civil rights), occurring or allegedly occurring in connection with the operation of the charter school from conduct committed by the charter school or by its employees, officers, directors, sub-contractors, or agents, during the term of this charter or any renewal thereof. Upon timely written notice from the MCSBC, the charter school shall defend the MCSBC in any such action or proceedings brought thereon.

The MSE shall indemnify and save and hold the MCSBC, its partners, employees, officers, directors, sub-contractors and agents harmless against any and all claims, demands, suits, costs, judgment or other forms of liability to third parties, actual or claimed, including reasonable attorneys' fees, for injury to property or persons, occurring or allegedly occurring or arising out of environmental conditions at MSE, unless such conditions were created by substances brought onto the site by the MCSBC.

18. Insurance

Section 18 - Detail the types and amounts of insurance coverage to be held either by the charter school or approved by the local board of education, including provisions for assuring that the insurance provider will notify the department of education within 10 days of the cancellation of any insurance it carries on the charter school.

Detail the types and amounts of insurance coverage. Provide contact information of the policy providers and an assurance from the providers that they will notify the department of education appropriately of any cancellations in policies.

The board of directors and administrators of Memphis School of Excellence fully understand the scope of responsibility that the operation of a charter school involves. To this extent, the school board has policies in place to effectively manage the risk the operations include. School administrators, teachers, and staff will be trained regularly to achieve minimizing the liability for the school.

Memphis School of Excellence will carry the following insurances commencing the grant of its charter for the duration of its operations.

- Worker's Compensation (as required by law)
- General Liability Insurance (\$1,000,000)
- School Board/Professional Liability (\$5,000,000)
- Commercial Auto Liability Insurance (\$1,000,000)
- Umbrella Coverage (\$5,000,000)
- Property Insurance (100% replacement cost, including Boiler/Machinery and business interruption/extra expense losses)

The insurance provider will notify Memphis City Schools and the Tennessee State Department of Education within 10 days of the cancellation of any insurance it carries on the charter school. The contact information of the insurance provider is as follows:

Combined Group Commercial Insurance
2304 Tarpley Rd.
Suite 124
Carrollton, TX 75006
Tel: (469) 892-4000
Fax: (469) 221-6900
www.combinedgroup.com

Please see **Appendix L** for the quote provided by the insurance company above.

19. Transportation

*Section 19 - Describe the plan for transportation for the pupils attending the charter school.
Charter schools are not required to provide transportation.*

If the proposed charter school elects to provide transportation for its pupils, provide a detailed transportation plan including the types of vehicles that will be used, who will drive them, and what students will be eligible.

Memphis School of Excellence will not provide transportation for the students attending the school. However, the school will provide transportation only to special education students whose Individualized Education Plan (IEP) requires transportation.

20. Financial Commitments

Section 20 - Provide information regarding financial commitments from equity investors or debt sources for cash or similar liquid assets sufficient to demonstrate that the charter school will have liquid assets sufficiently available to operate the school on an ongoing and sound financial basis. In lieu of cash or similar liquid assets, an applicant may provide a financial bond issued by a company authorized to issue surety bonds in Tennessee.

It is absolutely common practice among many new organizations to have their initial board of directors to pledge their own time and financial resources for start-up costs. Charter school start-ups are no different than a starting a business. Starting a charter school is a challenging yet rewarding endeavor and it is absolutely necessary investment for our future generations. Knowing this, board of directors pledged to use their financial resources and time and had community members, investors, and philanthropist to provide financial support for Memphis School of Excellence.

Appendix M shows copy of promissory notes from three investors totaling \$102,000. These promissory notes are legal documents and received by the President of our foundation. This is a common practice and it is not unrealistic. These types of loans will be used during unexpected emergency situations like unavailability of start-up grants from the USDE or revenue shortages.

MSE will carry out a comprehensive and strategic funds development plan to secure contributions and donations. MSE will employ a strategic plan that will require building owners to provide tenant improvement funds to be used in renovation to build out facilities. This will help us reduce initial start-up cost regarding facility renovation and improvements. Again, this is a common practice for many building owners to provide ‘tenant improvement’ allocations for their tenants.

Inventories such as school furniture, student desks, student chairs, and computers will be leased from companies with \$1 buy-out option. DELL Financial utilizes \$1 buy-out lease option for school to purchase hundreds of computer with no down payment. HERTZ furniture and many other school suppliers have similar programs. If needed, board of directors will use their personal credit to guarantee the issuance of leases. Currently, several investors and business people already committed start up funds, if this charter is approved. The school will have a grant writer which will seek grant opportunities at local, state, and national level.

21. Facilities

Section 21 – Provide an accurate and representative description of the facility to house the proposed public charter school:

Describe the board's five-year plan for facilities and the progress (to date) in acquiring a high quality facility well in advance of school opening. If possible, provide local address of proposed facility for charter school. Describe the layout and footprint of the facility and how it is suited to meet the educational and practical needs of your student body. Include overall sq. footage of property and rationale for choosing this property. Include leasing and/or purchasing arrangements (terms of lease) of the proposed property as well as a detailed description of the organizational status and mission of the owner of the proposed facility property.

The sponsoring board and the school board of MSE have been working closely with local real estate companies to secure a building with the best options. Currently, the governing board chose Collears International Turley Martin Tucker (CTMT) with 51 countries, \$1.2 billion in annual revenue and over 660 million square feet under management. CTMT working closely with the school governing body are currently searching facilities for lease, lease option to buy or sale that cost of occupancy of the facility will fit very well annual budget of MSE.

The tentative site description is as follows.

- Overall at least 30,000 sq ft.
- At least 15-20 classroom space, each having ~500-800 sq ft.
- At least 7-10 office spaces for principal, deans, etc., each having 150-300 sq ft.
- 2000-3000 sq ft cafeteria space.
- 1000-1500 sq ft library space.
- 2-3 science labs (accessible to water) with size similar to a large classroom ~800 sq ft.
- Having an optional gymnasium space. If the ceiling is high enough, it can be converted to a gymnastic space as well.
- Adequate parking space.

Selected References Used in This Proposal

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APPENDIX A

Connected Mathematic Projects

The Connected Mathematics Project (CMP) headquartered at Michigan State University, was funded by the National Science Foundation between 1991 and 1997 to develop a mathematics curriculum for grades 6, 7, and 8. The result was Connected Mathematics, a complete mathematics curriculum that helps students develop understanding of important concepts, skills, procedures, and ways of thinking and reasoning in number, geometry, measurement, algebra, probability, and statistics.

In 2000, with funding from NSF and input from CMP teachers and other professionals, the Connected Mathematics curriculum undertook a five-year revision process similar to the process used to develop Connected Mathematics Project-2 (CMP2). Each unit went through at least three cycles of reviews, revision, field-testing, and evaluation. Forty-nine schools, approximately 390 teachers, and 45,000 students were involved in the revisions.

Connected Mathematics is used in all fifty states and some foreign countries

The Goal of Connected Mathematics

The overarching goal of Connected Mathematics is to help students and teachers develop mathematical knowledge, understanding, and skill, as well as an awareness and appreciation of the rich connections among mathematical strands and between mathematics and other disciplines. As the CMP materials were developed, the authors synthesized multiple mathematical goals into a single standard:

All students should be able to reason and communicate proficiently in mathematics. This includes knowledge of and skill in the use of vocabulary, forms of representation, materials, tools, techniques, and intellectual methods of the discipline of mathematics, including the ability to define and solve problems with reason, insight, inventiveness, and technical proficiency.

This statement makes a commitment to skill, but skill that is much more than just proficiency with computation and manipulation of symbols. Skill in CMP means that a student can use the

mathematical tools, resources, procedures, knowledge, and ways of thinking that have been developed over time to make sense of new situations that he or she encounters.

Below are some key features of Connected Mathematics:

- It is organized around important mathematical ideas and process. The mathematics in the curriculum is carefully selected and sequenced to develop a coherent, connected curriculum.
- It is problem centered. Important mathematical concepts are embedded in interesting problems to promote deeper engagement and learning for students.

Students develop deep understanding of key mathematical ideas, related skills, and ways of reasoning as they explore the problems, individually, in a group, or with the class.

- It builds and connects mathematical ideas from problem to problem, investigation to investigation, unit to unit, and grade to grade. The name of the curriculum points to the importance of students making connections among mathematical ideas. Rather than seeing mathematics as a series of unrelated experiences, students learn to recognize how ideas are connected and develop a disposition to look for connections in the mathematics they study — it has coherence.
- It provides practice with concepts and related skills. The in-class development problems and the homework problems give students practice distributed over time with important concepts, related skills, and algorithms.
- It help students grow in their ability to reason effectively with information represented in graphic, numeric, symbolic, and verbal forms and to move flexibly among these representations.
- It supports instruction and learning based on inquiry. The teacher launches the problem, the students explore the problem individually or in small groups with the teacher guiding, probing, redirecting, extending as needed, and then together the class summarizes the mathematics and reasoning.
- It is for teachers as well as students. The Connected Mathematics materials were written to support teacher learning of both mathematical content and pedagogical strategies. The teacher's

guides include extensive help with mathematics, pedagogy, and assessment. Multidimensional tasks are provided in the assessment materials.

- It is research based. Each Connected Mathematics unit was field tested, evaluated, and revised over a six-year period. Approximately 200 teachers and 45,000 students in diverse school settings across the United States participated in the development of the curriculum

Alignment with the State and NCTM Standards

Connected Mathematics is correlated to Tennessee Mathematics Curriculum Standards and aligned with the National Council of Teachers of Mathematics Standards for School Mathematics (NCTM 1989, 1991, 1995, 2000). Most of the mathematics curriculum frameworks for the fifty states reflect the NCTM Standards. This means that Connected Mathematics is a good fit over the middle grades for most states.

At the University of Washington, Adams et al. (2002) conducted a research study that compared three middle school mathematics curricula — Connected Mathematics, another NSF-funded program, and the Singapore curriculum — to the 2000 NCTM Principles and Standards. Connected Mathematics received very high scores and outscored the other two curricula compared to the Standards.

The following chart shows the alignment of Connected Mathematics with NCTM Principles and Standards 2000.

Content Standards

Number and Operations

- Prime Time (Grade 6)
- Bits and Pieces I (Grade 6)
- Bits and Pieces II (Grade 6)
- Comparing and Scaling (Grade 7)
- Numbers Around Us (Grade 7)

- Accentuate the Negative (Grade 7)
- Looking for Pythagoras (Grade 8)
- Clever Counting (Grade 8)

Algebra

- Variables and Patterns (Grade 7)
- Moving Straight Ahead (Grade 7)
- Thinking With Mathematical Models (Grade 8)
- Looking for Pythagoras (Grade 8)
- Growing, Growing, Growing (Grade 8)
- Frogs, Fleas, and Painted Cubes (Grade 8)
- Say It With Symbols (Grade 8)
- Shapes of Algebra (Grade 8)

Geometry

- Shapes and Designs (Grade 6)
- Ruins of Montarek (Grade 6)
- Stretching and Shrinking (Grade 7)
- Filling and Wrapping (Grade 7)
- Looking for Pythagoras (Grade 8)
- Kaleidoscopes, Hubcaps, and Mirrors (Grade 8)

Measurement

- Shapes and Designs (Grade 6)

- Covering and Surrounding (Grade 6)
- Stretching and Shrinking (Grade 7)
- Filling and Wrapping (Grade 7)
- Data Around Us (Grade 7)
- Looking for Pythagoras (Grade 8)

Data Analysis and Probability

- Data About Us (Grade 6)
- How Likely Is It? (Grade 6)
- What Do You Expect? (Grade 7)
- Data Around Us (Grade 7)
- Distributions (Grade 8)
- Samples and Populations (Grade 8)
- Clever Counting (Grade 8)

Process Standards

Problem Solving

- All Units: Because Connected Mathematics is a problem- centered curriculum, problem solving is an important part of every unit.

Reasoning and Proof

- All units: Throughout the curriculum, students are encouraged to look for patterns, make conjectures, provide evidence for their conjectures, refine their conjectures and strategies, connect their knowledge, and extend their findings. Informal reasoning evolves into more deductive arguments as students proceed from Grade 6 through Grade 8.

Communication

- All units: As students work on the problems, they must communicate ideas with others.

Emphasis is placed on students' discussing problems in class, talking through their solutions, formalizing their conjectures and strategies, and learning to communicate their ideas to a more general audience. Students learn to express their ideas, solutions, and strategies using written explanations, graphs, tables, and equations.

Connections

- All units: In all units, the mathematical content is connected to other units, to other areas of mathematics, to other school subjects, and to applications in the real world. Connecting and building on prior knowledge is important for building and retaining new knowledge.

Representation

- All units: Throughout the units, students organize, record, and communicate information and ideas using words, pictures, graphs, tables, and symbols.

They learn to choose appropriate representations for given situations and to translate among representations. Students also learn to interpret information presented in various forms.

National Recognition of Connected Mathematics Project The American Association for the Advancement of Science (1999), in its review of twelve nationally available middle school mathematics curricula, ranked Connected Mathematics highest, stating that it “contains both in-depth mathematics content and excellent instructional support.”

Connected Mathematics was the only middle school mathematics curriculum awarded “exemplary” status by the U.S. Department of Education’s Mathematics and Science Education Expert Panel (1999). Of the 61 elementary, middle school, and high school curricula submitted for review, only five received this exemplary status. CMP is the only middle school mathematics program that has been received this status.

CMP development has been guided by five instructional themes:

- **Mathematical Investigations:** The curriculum is organized around "big ideas" in mathematics - clusters of important, related mathematical concepts, processes, ways of thinking, skills, and problem-solving strategies - that are studied in depth with the development of deep understanding as a goal.
- **Reasoning:** Students grow in their ability to reason effectively with information represented in pictorial, graphic, numeric, symbolic, and verbal forms, and to move flexibly among these representations.
- **Teaching for Understanding:** Instruction emphasizes inquiry and discovery of mathematical ideas through investigation of rich problem situations.
- **Connections:** The curriculum emphasizes significant connections among various mathematical topics and problems in other school subjects. The curriculum offers an opportunity to revisit and deepen understanding of ideas over time.
- **Technology:** Selection of mathematical goals and teaching approaches reflects the information processing capabilities of calculators and computers and the fundamental changes these tools are making in the way people learn and apply their knowledge. During grades six through eight, CMP students develop knowledge and skill within five mathematical strands: number, geometry and measurement, probability, statistics, and algebra. Outcomes are specified for each of these areas by the end of eighth grade. CMP is a problem-centered curriculum.

It is organized into units that address mathematical ideas through a series of "investigations." Each investigation contains problems for teachers and students to explore. As students explore a series of connected problems, they develop deep understandings of important mathematical concepts embedded within the problems.

Evidence of Effectiveness

Below are some examples of effectiveness of CMP curriculum. Students exposed to CMP

Curriculum in Massachusetts, Louisiana, Missouri, Texas, Maine, Wisconsin, Washington, Michigan, Florida, Arkansas, Minneapolis, Oregon, Colorado, and Arizona significantly outperformed the non-CMP students on state and standardized tests such as ITBS, SAT9, and TerraNova.

An analysis of the Iowa Test of Basic Skills (ITBS) and the Louisiana Education

Assessment Program (LEAP) mathematics data in 2000 indicates the following: (1) the CMP schools significantly outperformed the non-CMP schools on both standardized tests (2) questionnaires distributed to the teachers and to a sample of the students indicated that both groups believe the program is helping students become better problem solvers and (3) teachers find CMP more challenging for their students, while the students note that CMP encourages more thought on their parts. CMP students in Missouri received significantly higher scores on the algebra items than the comparison students, even though a much greater percentage of students in the comparison district were enrolled in algebra 1 course (60% versus 25%). CMP students also received significantly higher scores on Data, Probability, and Statistics items. The differences in scores for the other strands and for the TerraNova portion of the test were not significant.

Student MCAS scores improved two points for every ten hours of professional development.

- The more CMP1 units taught over the three years, the better students performed on both the MCAS and the TerraNova.
- In year 3, both School A and School B used some CMP1 units in grade 8. The scores in these schools showed statistically significant improvement that year.
- The percentage of special education students designated with the warning status on the MCAS each year decreased by 10% at the CMP1 School, compared to a 3% decrease for School A and a 0% decrease for School B that have used traditional curriculum.

Student Populations

CMP is implemented in regions across the nation including urban, suburban, and rural settings covering a wide socioeconomic spectrum. Settings range from largely white to predominately

minority to mixed environments. Regular, special education, at-risk, and gifted and talented students from both public and private schools participate.

APPENDIX B

Accelerated Readers



Tennessee State Standards Alignments

Standards List with Aligned Product Skills

The Standards List with Aligned Product Skills Report is a standards-oriented document showing the entire list of standards for the subject and grade on the left side of the report with the aligning product objectives on the right side. This alignment report shows the breadth of standards coverage for the purpose and focus of this product. Alignments are for both English and Spanish quizzes.

Introduction Letter	iii
Grade 6	104
Grade 7	128
Grade 8	154
Grade 9	182
Grade 10	190
Grade 11	198
Grade 12	204



Note to educator:

Thank you for your interest in Renaissance Learning[™] technology. The attached document contains the alignment between the software and/or instructional materials and the skills described in the state standard documentation.

At Renaissance Learning, we recognize the impact that the standards-based reform movement and high-stakes standardized testing have on schools, and we share the concerns of educators and administrators that students perform well on high-stakes assessments.

We hope that this report answers your questions regarding the alignment of Renaissance Learning technology and materials to your state standards. If you have any questions about the attached document, please feel free to call us at (877) 204-5058.

Sincerely,

Renaissance Sales and Funding Staff

Standards List with Aligned Product Skills

Agency Tag Set Name		Product Name	
Tennessee, English Language Arts, 2001, Grade 6, Curriculum Standards, produced by Tennessee Department of Education		Accelerated Reader	
Standard	Product Description	Skill Area Description	Skill Description
- READING			
TN 1.0 - The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print and non-print text.			
TN 6.1.01 - Continue to develop oral language and listening skills.			
TN 6.1.01a - Model active listening in both formal and informal settings.			
TN 6.1.01b - Know and use rules for conversations.			
TN 6.1.01c - Continue to formulate and respond to questions from teachers and classmates.			
TN 6.1.01d - Organize and share information, stories, experiences, ideas, and feelings with others in both formal and informal situations.			
TN 6.1.01e - Participate in creative responses to text (e.g., dramatizations, speeches).			
TN 6.1.01f - Deliver an oral presentation or recitation that conveys a clear point, using information from any content area and utilizing visual aids for contextual support.			
TN 6.1.01g - Introduce the importance of using correct stress, pitch, and juncture in oral reading and presenting.			
TN 6.1.01h - Continue to interpret and use a variety of non-verbal communication techniques to enhance meaning (e.g., posture, gestures, facial expressions, tone of voice, eye contact).			
TN 6.1.02 - Develop an understanding of the concepts of print.			
TN 6.1.02a - Continue to use parts of text effectively for learning (e.g., title page, preface, table of contents, glossary, appendix, index).	Product 1 - Accelerated Reader	Skill Area 3 - Reading Practice Quizzes (RPQ)	Skill 2 - RPQ02 Identifying book title and author

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 6, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
		Skill Area 6 - Other Reading Quizzes (ORQ)	Skill 2 - ORQ02 Identifying book title and author
TN 6.1.02b - Continue to demonstrate knowledge of the structure and organization of various text features to locate information (e.g., headings, key words, graphics, pictures, captions, sidebars).			
TN 6.1.02c - Continue to recognize that print format varies according to purpose and genre (e.g., prose, poetry, newspaper/magazine, letters, dramas, technical manuals, textbooks).			
TN 6.1.03 - Expand reading skills through phonemic awareness.			
TN 6.1.03a - Continue to develop an awareness of the sounds of language through repeated exposure to a variety of auditory experiences (e.g., poems, music lyrics, books on tape, read alouds).			
TN 6.1.03b - Identify patterns of rhyme and rhythm.			
TN 6.1.03c - Respond to and analyze the effects of sound in language (e.g., alliteration, onomatopoeia, rhythm, accent, rhyme).			
TN 6.1.04 - Use decoding strategies to read unfamiliar words.			
TN 6.1.04a - Use knowledge of root words, prefixes, suffixes, and syllabication to decode unfamiliar words.	Product 1 - Accelerated Reader	Skill Area 13 - Vocabulary Acquisition (VA)	Skill 4 - VA04 Recognizing prefixes
			Skill 5 - VA05 Recognizing suffixes
TN 6.1.04b - Use context clues to determine unknown words and to discriminate between multiple meaning words.	Product 1 - Accelerated Reader	Skill Area 13 - Vocabulary Acquisition (VA)	Skill 9 - VA09 Using context clues to infer the meaning of unfamiliar words
			Skill 11 - VA11 Determining the definition of words with multiple meanings

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 6, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 6.1.04c - Decode unknown grade level words utilizing previously learned strategies to verify the word's meaning within the context of the selection.	Product 1 - Accelerated Reader	Skill Area 13 - Vocabulary Acquisition (VA)	Skill 9 - VA09 Using context clues to infer the meaning of unfamiliar words
			Skill 10 - VA10 Supporting interpretations with examples drawn from text
TN 6.1.05 - Read to develop fluency, expression, accuracy, and confidence.			
TN 6.1.05a - Demonstrate the ability to read fluently with expression, accuracy, and with poise from a variety of texts (e.g. paired reading, choral reading, read alongs, and readers' theater).			
TN 6.1.05b - Participate in guided reading.			
TN 6.1.05c - Read using appropriate pronunciation, expression, and rate.			
TN 6.1.05d - Adjust speed based on the purpose for reading.			
TN 6.1.05e - Read independently on a daily basis.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 1 - OP01 Engaging in guided independent reading practice
		Skill Area 15 - Professional Development (PD) - Set up for Success	Skill 1 - PD07 Practicing reading daily in and outside of class
			Skill 2 - PD08 Reading independently with guidance
TN 6.1.06 - Expand reading vocabulary.			
TN 6.1.06a - Build vocabulary by listening to literature, participating in class discussions, and reading self-selected and/or assigned texts.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 5 - OP05 Self-selecting appropriate books for success
			Skill 18 - OP18 Choosing a variety of reading material

Standards List with Aligned Product Skills

Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 6, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
		Skill Area 13 - Vocabulary Acquisition (VA)	Skill 1 - VA01 Reading from a variety of genres
TN 6.1.06b - Build vocabulary by reading from a wide variety of print and non-print texts and literary genres.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 5 - OP05 Self-selecting appropriate books for success
			Skill 18 - OP18 Choosing a variety of reading material
		Skill Area 13 - Vocabulary Acquisition (VA)	Skill 1 - VA01 Reading from a variety of genres
TN 6.1.06c - Increase knowledge of roots, prefixes, and suffixes to infer word meanings.	Product 1 - Accelerated Reader	Skill Area 13 - Vocabulary Acquisition (VA)	Skill 4 - VA04 Recognizing prefixes
			Skill 5 - VA05 Recognizing suffixes
TN 6.1.06d - Determine the meaning of unfamiliar words using context clues, dictionaries, electronic sources, glossaries, and other resources.	Product 1 - Accelerated Reader	Skill Area 12 - Vocabulary Practice Quizzes (VPQ)	Skill 1 - VPQ01 Acquiring vocabulary by encountering words in context
			Skill 2 - VPQ02 Learning new vocabulary in context
		Skill Area 13 - Vocabulary Acquisition (VA)	Skill 9 - VA09 Using context clues to infer the meaning of unfamiliar words
TN 6.1.06e - Replace unknown words with appropriate synonyms and/or antonyms to determine word meaning.			
TN 6.1.06f - Continue to use appropriate synonyms, antonyms, homonyms, and multiple meaning words in reading, writing, and speaking.	Product 1 - Accelerated Reader	Skill Area 13 - Vocabulary Acquisition (VA)	Skill 11 - VA11 Determining the definition of words with multiple meanings
			Skill 12 - VA12 Applying knowledge of synonyms to determine meaning
TN 6.1.06g - Continue to foster word consciousness (e.g., word play, word walls, graphic organizers, nuances of words, new and unusual words to share).			

Standards List with Aligned Product Skills

Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 6, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 6.1.06h - Explore mnemonic devices (e.g. rhyming words, vocabulary cartoons, kinesthetic) to acquire new vocabulary.			
TN 6.1.06i - Continue to determine the correct meaning/usage of multiple meaning words.	Product 1 - Accelerated Reader	Skill Area 13 - Vocabulary Acquisition (VA)	Skill 11 - VA11 Determining the definition of words with multiple meanings
TN 6.1.06j - Use the correct word to complete an analogy.			
TN 6.1.06k - Recognize widely used foreign words (e.g., bon jour; hasta la vista).			
TN 6.1.07 - Employ pre-reading strategies to facilitate comprehension.			
TN 6.1.07a - Continue to establish a purpose for reading (e.g., to understand, to interpret, to enjoy, to solve problems, to answer specific questions, to identify information/facts, to discover models of writing).			
TN 6.1.07b - Utilize personal experiences to build background knowledge for reading.			
TN 6.1.07c - Use previously learned strategies to front load text (e.g., skimming and scanning).			
TN 6.1.07d - Preview text, using supports (e.g., illustrations/pictures, captions, graphs, diagrams, headings, subheadings, and footnotes).			
TN 6.1.07e - Identify the importance and the significance of the reading selections to learning and life.			
TN 6.1.07f - Explore significant words to be encountered in the text.	Product 1 - Accelerated Reader	Skill Area 15 - Professional Development (PD) - Set up for Success	Skill 8 - PD14 Reviewing lists of book-specific vocabulary words before and during reading
TN 6.1.07g - Make predictions about text.	Product 1 - Accelerated Reader	Skill Area 10 - Literacy Skills Quizzes - Inferential Comprehension (IC)	Skill 5 - IC05 Making Predictions

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 6, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 6.1.07h - Relate text to prior personal experiences or opinions as well as previously read print and non-print texts.			
TN 6.1.08 - Use active comprehension strategies to derive meaning while reading and to check for understanding after reading.			
TN 6.1.08a - Derive meaning while reading.			
TN 6.1.08a1 - Derive meaning while reading by continuing to formulate clarifying questions while reading.			
TN 6.1.08a2 - Derive meaning while reading by predicting outcomes, state reasonable generalizations, and draw conclusions from the reading selection based on prior knowledge and information.	Product 1 - Accelerated Reader	Skill Area 10 - Literacy Skills Quizzes - Inferential Comprehension (IC)	Skill 2 - IC02 Drawing Conclusions
			Skill 5 - IC05 Making Predictions
TN 6.1.08a3 - Derive meaning while reading by using metacognitive and self-monitoring strategies while reading (e.g. pausing, rereading, recognizing miscues, consulting other sources, reading ahead, asking for help).	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 8 - OP08 Building comprehension
TN 6.1.08a4 - Derive meaning while reading by engaging in reading between the lines (i.e. stating implied information).			
TN 6.1.08a5 - Derive meaning while reading by continuing to create mental pictures from abstract information.			
TN 6.1.08a6 - Derive meaning while reading by continuing to relate text to prior personal experiences or opinions as well as previously read print and non-print texts.			
TN 6.1.08a7 - Derive meaning while reading by continuing to make inferences.	Product 1 - Accelerated Reader	Skill Area 10 - Literacy Skills Quizzes - Inferential Comprehension (IC)	Skill 3 - IC03 Making Inferences

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 6, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 6.1.08a8 - Derive meaning while reading by verifying or modifying prereading purpose as addition information is obtained.			
TN 6.1.08a9 - Derive meaning while reading by exploring ways to interact with text (e.g., mark the text, use post-it notes, ask questions and make comments within the text).			
TN 6.1.08b - Derive meaning after reading.			
TN 6.1.08b1 - Derive meaning after reading by indicating the sequence of events.	Product 1 - Accelerated Reader	Skill Area 3 - Reading Practice Quizzes (RPQ)	Skill 14 - RPQ14 Recalling sequence of events
		Skill Area 6 - Other Reading Quizzes (ORQ)	Skill 15 - ORQ15 Recalling sequence of events
		Skill Area 8 - Literacy Skills Quizzes - Initial Understanding (IU)	Skill 6 - IU06 Understanding Sequence
TN 6.1.08b2 - Derive meaning after reading by recognizing and stating the main idea/central element in a given reading selection noting details that support the main idea/central element.		Skill Area 3 - Reading Practice Quizzes (RPQ)	Skill 7 - RPQ07 Recalling details
			Skill 16 - RPQ16 Identifying the main idea
		Skill Area 6 - Other Reading Quizzes (ORQ)	Skill 8 - ORQ08 Recalling details
			Skill 17 - ORQ17 Identifying the main idea
		Skill Area 8 - Literacy Skills Quizzes - Initial Understanding (IU)	Skill 3 - IU03 Recognizing Details
		Skill Area 11 - Literacy Skills Quizzes - Constructing Meaning (CM)	Skill 6 - CM06 Understanding the Main Idea
TN 6.1.08b3 - Derive meaning after reading by identifying the author's purpose.			

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 6, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 6.1.08b4 - Derive meaning after reading by discussing similarities and differences in events and characters using evidence cited from the text or various texts.	Product 1 - Accelerated Reader	Skill Area 10 - Literacy Skills Quizzes - Inferential Comprehension (IC)	Skill 1 - IC01 Comparing and Contrasting
TN 6.1.08b5 - Derive meaning after reading by finding contextual support for responses to questions, for assistance in formulating ideas and opinions, and for supporting personal responses (i.e. grounding students in the text).			
TN 6.1.08b6 - Derive meaning after reading by determining cause and effect relationships.	Product 1 - Accelerated Reader	Skill Area 10 - Literacy Skills Quizzes - Inferential Comprehension (IC)	Skill 6 - IC06 Recognizing Cause and Effect
TN 6.1.08b7 - Derive meaning after reading by determining whether a given statement is a fact or an opinion.	Product 1 - Accelerated Reader	Skill Area 11 - Literacy Skills Quizzes - Constructing Meaning (CM)	Skill 2 - CM02 Differentiating Fact and Opinion
TN 6.1.08b8 - Derive meaning after reading by identifying and interpreting figurative language (idioms, similes, metaphors, hyperboles, personification, imagery, puns).	Product 1 - Accelerated Reader	Skill Area 11 - Literacy Skills Quizzes - Constructing Meaning (CM)	Skill 1 - CM01 Deriving Word or Phrase Meaning
TN 6.1.08b9 - Derive meaning after reading by demonstrating an understanding of stated and implied themes and recognizing that themes recur throughout literature.			
TN 6.1.08b10 - Derive meaning after reading by reflecting upon comprehension strategies used to make meaning from texts.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 8 - OP08 Building comprehension
TN 6.1.08b11 - Derive meaning after reading by making connections among various print (e.g. other stories) and non-print texts (e.g., movies, photographs, artwork).			
TN 6.1.08b12 - Derive meaning after reading by making connections among the various literary genres and themes with personal, historical, and cultural experiences.			

Standards List with Aligned Product Skills

Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 6, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 6.1.09 - Refine study skills and develop methods of research to enhance learning.			
TN 6.1.09a - Use and discern appropriate reference sources in various formats (e.g., encyclopedias, card/electronic catalogs, almanacs, periodicals, Internet).			
TN 6.1.09b - Recognize media (e.g., on-line catalog, non-fiction books, encyclopedias, CD-ROM, references, Internet) as resources for viewing, reading, and representing information.	Product 1 - Accelerated Reader	Skill Area 6 - Other Reading Quizzes (ORQ)	Skill 3 - ORQ03 Reading textbooks for information
		Skill Area 16 - Professional Development (PD) - Motivation	Skill 11 - PD30 Reading textbooks and assigned reading for information
			Skill 12 - PD31 Reading magazine articles for information
TN 6.1.09c - Use current technology (e.g., the Internet, CD-ROMs, online catalogs) as a research communication tool.			
TN 6.1.09d - Understand a variety of reference sources (biographical sketches, letters, diaries, encyclopedia, periodicals, procedural manuals).			
TN 6.1.09e - Distinguish between primary and secondary source documents.			
TN 6.1.09f - Continue to use the dictionary, glossary, thesaurus, and other word-referenced materials to eliminate word problems.			
TN 6.1.09g - Use skimming and scanning skills.			
TN 6.1.09h - Retrieve, organize, and represent information to demonstrate effectively knowledge acquired.[sic]			
TN 6.1.09i - Develop notes that include important concepts, summaries, and identification of reference sources.			

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 6, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 6.1.09j - Identify various forms of media and consider their impact on daily life.			
TN 6.1.09k - Demonstrate knowledge of propaganda techniques (i.e. bandwagon, loaded words, testimonials).			
TN 6.1.09l - Use a variety of materials to prepare a research paper that includes a title page and list of sources.			
TN 6.1.10 - Develop skills to facilitate reading in the content areas.			
TN 6.1.10a - Develop and maintain vocabulary specific to content areas and to current events.			
TN 6.1.10b - Locate information using available text features (e.g., tables of content, maps, timelines, charts, graphics, indexes, glossaries, and footnotes).			
TN 6.1.10c - Continue to apply comprehension skills and strategies to informational text in the content areas.			
TN 6.1.10d - Continue to use self-correction strategies while reading (pausing, rereading, consulting other sources, asking for help).	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 8 - OP08 Building comprehension
TN 6.1.10e - Interact with the text (e.g., mark the text, use post-it notes, ask questions and make comments within the text).			
TN 6.1.10f - Analyze the reliability of sources by examining the authors' backgrounds.			
TN 6.1.11 - Read independently for a variety of purposes.			
TN 6.1.11a - Read for literary experience.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 1 - OP01 Engaging in guided independent reading practice
			Skill 14 - OP14 Nurturing intrinsic love of reading
			Skill 15 - OP15 Engaging in literature-based reading

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 6, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 6.1.11b - Read to gain information.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 1 - OP01 Engaging in guided independent reading practice
		Skill Area 6 - Other Reading Quizzes (ORQ)	Skill 3 - ORQ03 Reading textbooks for information
		Skill Area 16 - Professional Development (PD) - Motivation	Skill 11 - PD30 Reading textbooks and assigned reading for information
			Skill 12 - PD31 Reading magazine articles for information
TN 6.1.11c - Read to perform a task.			
TN 6.1.11d - Read for enjoyment.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 5 - OP05 Self-selecting appropriate books for success
			Skill 14 - OP14 Nurturing intrinsic love of reading
			Skill 18 - OP18 Choosing a variety of reading material
TN 6.1.11e - Read to expand vocabulary.	Product 1 - Accelerated Reader	Skill Area 12 - Vocabulary Practice Quizzes (VPQ)	Skill 1 - VPQ01 Acquiring vocabulary by encountering words in context
			Skill 2 - VPQ02 Learning new vocabulary in context
		Skill Area 13 - Vocabulary Acquisition (VA)	Skill 1 - VA01 Reading from a variety of genres
TN 6.1.11f - Read to build fluency.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 6 - OP06 Recognizing effect of reading practice on reading level
			Skill 12 - OP12 Accelerating reading growth
		Skill Area 3 - Reading Practice Quizzes (RPQ)	Skill 3 - RPQ03 Practicing reading with guidance and accountability

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 6, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
		Skill Area 6 - Other Reading Quizzes (ORQ)	Skill 4 - ORQ04 Practicing reading with guidance and accountability
		Skill Area 15 - Professional Development (PD) - Set up for Success	Skill 1 - PD07 Practicing reading daily in and outside of class
TN 6.1.12 - Experience and explore the elements of various literary and media genres.			
TN 6.1.12a - Read, view various literary (e.g., short stories, novels, plays, legends, poetry, autobiographies/biographies, non-fiction of high interest) and media (e.g., music, films, videos, documentaries, the arts, photographs) genres.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 15 - OP15 Engaging in literature-based reading
			Skill 18 - OP18 Choosing a variety of reading material
TN 6.1.12b - Recognize the elements of each literary and media genre.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 16 - OP16 Acquiring understanding of literary features
			Skill 17 - OP17 Acquiring understanding of literary types
TN 6.1.12c - Identify the theme and determine if theme is stated or implied.			
TN 6.1.12d - Recognize that certain themes recur and be familiar with commonly recurring themes.			
TN 6.1.12e - Identify the plot element of exposition (i.e. introduction of characters, setting, and conflict) in print and non-print text.			
TN 6.1.12f - Explore the author's development of characters/characterization (e.g., through words, speeches, actions, thoughts, narrator's comments, interactions with other characters, motivations).	Product 1 - Accelerated Reader	Skill Area 3 - Reading Practice Quizzes (RPQ)	Skill 20 - RPQ20 Recognizing characters' feelings

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 6, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
			Skill 21 - RPQ21 Understanding characterization
		Skill Area 6 - Other Reading Quizzes (ORQ)	Skill 21 - ORQ21 Recognizing characters' feelings
			Skill 22 - ORQ22 Understanding characterization
		Skill Area 8 - Literacy Skills Quizzes - Initial Understanding (IU)	Skill 4 - IU04 Recognizing Feelings
			Skill 5 - IU05 Understanding Dialogue
		Skill Area 9 - Literacy Skills Quizzes - Literary Analysis (LA)	Skill 4 - LA04 Understanding Characterization
TN 6.1.12g - Identify the characteristics of stereotypical and realistic characters.			
TN 6.1.12h - Explore how an author creates mood to set a tone.	Product 1 - Accelerated Reader	Skill Area 9 - Literacy Skills Quizzes - Literary Analysis (LA)	Skill 6 - LA06 Understanding the Author's Craft
TN 6.1.12i - Compare and contrast the elements of plot between or among stories.			
TN 6.1.12j - Determine the narrator's/author's point of view (i.e. first person or third person).			
TN 6.1.12k - Summarize and paraphrase selected passages for discussion and/or written assignments or presentations.			
TN 6.1.12l - Demonstrate knowledge of similes, metaphors, personification, imagery, and symbolism.	Product 1 - Accelerated Reader	Skill Area 11 - Literacy Skills Quizzes - Constructing Meaning (CM)	Skill 1 - CM01 Deriving Word or Phrase Meaning
TN 6.1.12m - Explore deductive reasoning to facilitate and to extend understanding of texts.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 13 - OP13 Improving critical thinking
		Skill Area 10 - Literacy Skills Quizzes - Inferential Comprehension (IC)	Skill 2 - IC02 Drawing Conclusions
TN 6.1.12n - Explore the concepts of foreshadowing and flashback.	Product 1 - Accelerated Reader	Skill Area 9 - Literacy Skills Quizzes - Literary Analysis (LA)	Skill 6 - LA06 Understanding the Author's Craft

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 6, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 6.1.13 - Develop and sustain a motivation for reading.			
TN 6.1.13a - Visit libraries/media centers, book fairs, bookstores, and other print rich environments to explore books.			
TN 6.1.13b - Use personal criteria to select reading material (personal interest, knowledge of authors, text difficulty, text genres, recommendation of others).	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 4 - OP04 Matching book level to one's own reading level
			Skill 5 - OP05 Self-selecting appropriate books for success
			Skill 18 - OP18 Choosing a variety of reading material
			Skill 19 - OP19 Setting individual goals to increase reading comprehension
		Skill Area 15 - Professional Development (PD) - Set up for Success	Skill 3 - PD09 Selecting books to accelerate reading growth
			Skill 5 - PD11 Setting goals for quantity of reading practice and level of challenge(book level)
TN 6.1.13c - Read daily from self-selected materials.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 5 - OP05 Self-selecting appropriate books for success
		Skill Area 15 - Professional Development (PD) - Set up for Success	Skill 1 - PD07 Practicing reading daily in and outside of class
TN 6.1.13d - Relate literary experiences (book discussions, literary circles, writing, oral presentations, artistic expressions).			
TN 6.1.13e - Experience and develop an awareness of literature that reflects a diverse society.	Product 1 - Accelerated Reader	Skill Area 3 - Reading Practice Quizzes (RPQ)	Skill 11 - RPQ11 Understanding historical/cultural factors

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 6, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
		Skill Area 6 - Other Reading Quizzes (ORQ)	Skill 12 - ORQ12 Understanding historical/cultural factors
		Skill Area 9 - Literacy Skills Quizzes - Literary Analysis (LA)	Skill 5 - LA05 Understanding Historical/Cultural Factors
TN 6.1.13f - Maintain a personal reading list/or reading log/journal to reflect reading gains and accomplishments.	Product 1 - Accelerated Reader	Skill Area 15 - Professional Development (PD) - Set up for Success	Skill 5 - PD11 Setting goals for quantity of reading practice and level of challenge(book level)
		Skill Area 16 - Professional Development (PD) - Motivation	Skill 6 - PD25 Communicating regularly, student with the teacher, to monitor progress and set goals
TN 6.1.13g - Engage in reading as a leisure time activity.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 14 - OP14 Nurturing intrinsic love of reading
- WRITING			
TN 2.0 - The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.			
TN 6.2.01 - Engage in prewriting, using a variety of strategies.			
TN 6.2.01a - Generate, focus, and organize ideas through brainstorming, mapping and webbing, and classroom discussions.			
TN 6.2.01b - Use print and non-print materials along with prior knowledge to provide background for writing.			
TN 6.2.01c - Develop writing by using appropriate organizational strategies, including outlining and other graphic organizers, to show evidence of a prewriting plan.			
TN 6.2.01d - Select and limit a topic.			
TN 6.2.01e - Determine appropriate audience (i.e., personal).			

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Tennessee, English Language Arts, 2001, Grade 6, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 6.2.01f - Establish a purpose for writing (e.g., to inform, to describe, to explain, to persuade).			
TN 6.2.02 - Write for a variety of audiences and purposes.			
TN 6.2.02a - Determine the intended audience (i.e., a focus on personal audiences including classmates, family, friends, teachers, school, and community).			
TN 6.2.02b - Identify the mode, the usage level, and conventions for appropriate sharing of information with the selected personal audience.			
TN 6.2.02c - Continue to write competently in the narrative and descriptive modes.			
TN 6.2.02d - Explore writing in the expository mode.			
TN 6.2.02e - Write in response to expository prompts.			
TN 6.2.02f - Write personal reflections to experiences and events.			
TN 6.2.02g - Produce original works of creative and imaginative writings.			
TN 6.2.02h - Write to acquire knowledge (e.g., express, organize, and clarify thinking, take notes, synthesize information, enhance communication).			
TN 6.2.03 - Compose drafts of written works.			
TN 6.2.03a - Use prewriting plan to guide the first draft.			
TN 6.2.03b - Write and think freely while drafting.			
TN 6.2.03c - Select mode based on purpose.			
TN 6.2.03d - Develop a thesis statement appropriate to topic.			
TN 6.2.03e - Present sufficient knowledge of topic to reflect background and understanding			
TN 6.2.03f - Compose the draft with an introduction, a body, and a conclusion.			

Standards List with Aligned Product Skills

Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 6, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 6.2.03g - Use precise language including vivid words, colorful modifiers, and figurative language.			
TN 6.2.03h - Develop sentences that are clear, varied, and appropriate to the audience.			
TN 6.2.04 - Show evidence of and determine appropriate revisions within the written draft.			
TN 6.2.04a - Revise writing to focus on purpose.			
TN 6.2.04b - Evaluate and determine if word choices are appropriate for the target audience.			
TN 6.2.04c - Evaluate and revise writing to focus on fluency of thought and coherence (e.g., sentences and paragraphs flow smoothly together, evidence of syntactic variety/varied sentence structures).			
TN 6.2.04d - Evaluate and determine the effectiveness of the organization of the written draft (chronological order or sequence maintained, creative introduction, appropriate thesis, supportive statements, and effective transitions).			
TN 6.2.04e - Evaluate and revise writing to insure consistent development of ideas (e.g., appropriate and logical reasoning, key ideas covered, evidence of support for ideas, examples used, supportive statistics).			
TN 6.2.04f - Explore the use of words and phrases that create mood to establish a tone.			
TN 6.2.04g - Analyze writing for clarity of thought.			
TN 6.2.05 - Include editing before the completion of finished work.			
TN 6.2.05a - Edit for elements of language.			
TN 6.2.05b - Proofread using prior knowledge and reference materials.			

Standards List with Aligned Product Skills

Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 6, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 6.2.05c - Create readable documents.			
TN 6.2.06 - Evaluate own and others' writing.			
TN 6.2.06a - Develop and use a rubric for evaluation of writing focused on specific skills.			
TN 6.2.06b - Make appropriate suggestions for improvement, using the Tennessee State assessment rubric.			
TN 6.2.06c - Recognize the strengths, errors, and challenges in peers' writing.			
TN 6.2.06d - Evaluate improvements made in own and others' work.			
TN 6.2.07 - Experience numerous publishing opportunities.			
TN 6.2.07a - Produce a variety of written works suitable for publication and/or sharing.			
TN 6.2.07b - Use multiple technological resources to prepare and present work.			
TN 6.2.07c - Identify opportunities for publication (e.g., school bulletin boards and publications, board of education bulletin boards and publications, Internet websites, newspaper/periodicals).			
TN 6.2.08 - Write in the expository mode.			
TN 6.2.08a - Write in response to expository prompts, including frequent opportunities for timed writing.			
TN 6.2.08b - Write frequently in the expository mode.			
TN 6.2.08c - State a thesis with relevant supporting details.			
TN 6.2.08d - Determine the appropriate organizational format for an expository essay.			
TN 6.2.08e - Explore models of expository writing through reading.			
TN 6.2.08f - Determine an appropriate title that creatively reflects the topic.			

Standards List with Aligned Product Skills

Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 6, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 6.2.08g - Determine the qualities of strong introductory and concluding paragraphs to enrich writing assignments.			
TN 6.2.08h - Explain/illustrate key ideas clearly.			
TN 6.2.08i - Incorporate varied expository structures (i.e., compare/contrast and question/answer).			
TN 6.2.08j - Apply the Tennessee State assessment rubric to an expository essay.			
TN 6.2.08k - Continue to demonstrate facility in the use of language.			
TN 6.2.09 - Write frequently across all content areas.			
TN 6.2.09a - Produce a variety of creative works utilizing knowledge from the content areas (e.g., journals, magazines, poems, letters to the editor, dialogues between famous people, WebPages).			
TN 6.2.09b - Produce a variety of technical works utilizing knowledge from the content areas (e.g., explanations of projects, science experiment projects, demonstrations, editorials, documents).			
TN 6.2.09c - Research topics and organize gathered information from the content areas into presentable documents.			
TN 6.2.09d - Compose and respond to original questions and/or problems from all content areas.			
TN 6.2.09e - Respond expressively and creatively to the arts incorporating the arts into all content areas.			
TN 6.2.09f - React and respond to content area information in creative ways (e.g., create graphic, non-text essays; write and design a children's book).			

Standards List with Aligned Product Skills

Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 6, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 6.2.10 - Write expressively in order to develop an effective writing style.			
TN 6.2.10a - View, read, and/or listen to examples of various writing styles and modes.			
TN 6.2.10b - Demonstrate the use of vivid words (e.g., action verbs, figurative language).			
TN 6.2.10c - Support ideas through use of sensory details and/or concrete examples.			
TN 6.2.10d - Use a variety of sentence structures.			
TN 6.2.10e - Select appropriate transitional devices.			
TN 6.2.10f - Develop a consistent voice in original works.			
TN 6.2.11 - Write in response to literature.			
TN 6.2.11a - Express ideas or opinions through creative responses to a variety of literary forms and genres.			
TN 6.2.11b - Write basic character analyses.			
TN 6.2.11c - Demonstrate through writing an understanding of the elements of literature (i.e., setting and characters).			
TN 6.2.11d - Compare and contrast themes, settings, and characters, from a variety of literary selections and genres.			
TN 6.2.11e - Write creative, imaginative, and original responses to literature (e.g., poems, raps, stories, commercials).			
TN 6.2.12 - Write in a variety of modes and genres.			
TN 6.2.12a - Write works of fiction in the descriptive mode (e.g., short stories, t.v. scripts, fables, tall tales).			
TN 6.2.12b - Write poetry (e.g., haiku and bio-poem).			

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Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 6, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 6.2.12c - Write biographical/autobiographical sketches with specific actions and significant details.			
TN 6.2.12d - Continue to write friendly and business letters.			
TN 6.2.12e - Write diaries and journals in the narrative mode.			
TN 6.2.12f - Write and select appropriate mode for announcements, short scripts for radio, commercials, and letters to the editor.			
TN 6.2.12g - Develop and write personal essays for portfolio.			
TN 6.2.12h - Compose technical writing (e.g., directions to a geographical location, a recipe).			
TN 6.2.12i - Compile gathered information into a written research paper.			
TN 6.2.12j - Explore writing in the persuasive mode.			
TN 6.2.13 - Locate and analyze information to prepare written works and presentations.			
TN 6.2.13a - Use dictionaries, thesauruses, and other word reference materials.			
TN 6.2.13b - Utilize resources available in the media center.			
TN 6.2.13c - Conduct or read interviews to use as a primary source.			
TN 6.2.13d - Examine journals, diaries, and narratives as support for research.			
TN 6.2.13e - Use computer technology to find information and to create reports and presentations.			
TN 6.2.13f - Use examples and details collected from available resources.			
- ELEMENTS OF LANGUAGE			
TN 3.0 - The student will use standard English conventions and proper spelling as appropriate to speaking and writing.			

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 6, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 6.3.01 - Demonstrate knowledge of standard English usage.			
TN 6.3.01a - Use nouns appropriately (e.g., collective nouns, nouns as objects, predicate nouns).			
TN 6.3.01b - Use verbs appropriately (e.g., agree with the subject in person and number, action verbs that take objects, linking verbs, helping verbs, verb phrases, verb tenses, regular and irregular verb forms).			
TN 6.3.01c - Use pronouns appropriately (e.g., proper pronoun case, objects of prepositions, agreement with antecedents in person and number, indefinite, relative, and demonstrative pronouns).			
TN 6.3.01d - Use adjectives appropriately (e.g., predicate adjectives, comparative and superlative forms).			
TN 6.3.01e - Use adverbs appropriately (e.g., negatives, forms of comparative and superlative phrases).			
TN 6.3.01f - Use conjunctions appropriately (e.g., coordinating, subordinating).			
TN 6.3.01g - Place prepositional phrases correctly according to the words they modify within the sentence.			
TN 6.3.01h - Use interjections appropriately.			
TN 6.3.01i - Recognize usage errors (e.g., double negatives, troublesome word pairs {accept/except, capitol/capital, principle/principal, between/among}).			
TN 6.3.01j - Explore variations in the use of English in different parts of the country.			

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 6, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 6.3.02 - Demonstrate knowledge of standard English mechanics.			
TN 6.3.02a - Continue the correct use of capitalization (e.g., proper adjectives, within quotations).			
TN 6.3.02b - Demonstrate the correct use of commas (e.g., after introductory words, to set off appositive and interrupters, and before a coordinating conjunction joining independent clauses to form compound sentences; colons (e.g., in business letters, preceding a list of items); semicolons (e.g., to combine sentences); quotation marks (e.g., with explanatory material within the quote, proper use with end marks).			
TN 6.3.02c - Continue to form singular and plural possessives using apostrophes.			
TN 6.3.02d - Continue to write legibly.			
TN 6.3.03 - Demonstrate knowledge of standard English spelling.			
TN 6.3.03a - Spell high-frequency words correctly.			
TN 6.3.03b - Spell correctly commonly misspelled words appropriate to grade level.			
TN 6.3.03c - Spell correctly words commonly used in content specific vocabulary.			
TN 6.3.03d - Correctly spell affixed words (e.g., mis+spell=misspell; ready+ness=readiness.)			
TN 6.3.03e - Proofread and edit for accuracy of spelling, using appropriate strategies to confirm spelling and to correct errors.			
TN 6.3.03f - Determine correct spelling of words utilizing electronic and print tools (e.g., spell check, dictionaries, word walls, charts).			

Standards List with Aligned Product Skills

Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 6, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 6.3.03g - Maintain a consciousness toward correct spelling across the content areas.			
TN 6.3.04 - Demonstrate knowledge of correct sentence structure.			
TN 6.3.04a - Correct run-on sentences (fused or comma splice) (e.g., use punctuation, conjunctions, or other means to join or to separate the elements of a run-on sentence).			
TN 6.3.04b - Correct sentence fragments by supplying the missing sentence elements.			
TN 6.3.04c - Combine sentences using a variety of techniques (e.g., comma + coordinating conjunction, use of semicolon, introductory phrases and/or clauses).			
TN 6.3.04d - Identify and use adjectival and adverbial phrases and clauses.			
TN 6.3.04e - Use transitional words to indicate clear relationships within and among sentences and paragraphs.			

Standards List with Aligned Product Skills			
Agency Tag Set Name		Product Name	
Tennessee, English Language Arts, 2001, Grade 7, Curriculum Standards, produced by Tennessee Department of Education		Accelerated Reader	
Standard	Product Description	Skill Area Description	Skill Description
- READING			
TN 1.0 - The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print and non-print text.			
TN 7.1.01 - Continue to develop oral language and listening skills.			
TN 7.1.01a - Continue to model active listening in both formal and informal settings.			
TN 7.1.01b - Adhere to rules for public conversation.			
TN 7.1.01c - Continue to formulate and respond to questions from teachers and classmates.			
TN 7.1.01d - Continue to organize and share information, stories, experiences, ideas, and feelings with others in both formal and informal situations.			
TN 7.1.01e - Participate in creative responses to text (e.g. dramatizations, speeches).			
TN 7.1.01f - Deliver an oral presentation, using multiple sources of information from any content area, utilizing visual aids for contextual support.			
TN 7.1.01g - Use the proper stress, pitch, and juncture in oral reading and presenting.			
TN 7.1.01h - Continue to use a variety of non-verbal communication techniques to enhance meaning (e.g., posture, gestures, facial expressions, tone of voice, eye contact).			
TN 7.1.02 - Develop an understanding of the concepts of print and non-print materials.			
TN 7.1.02a - Use parts of text effectively for learning (e.g., title page, preface, table of contents, epilogue, glossary, appendix, index).	Product 1 - Accelerated Reader	Skill Area 3 - Reading Practice Quizzes (RPQ)	Skill 2 - RPQ02 Identifying book title and author

Standards List with Aligned Product Skills			
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Tennessee, English Language Arts, 2001, Grade 7, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
		Skill Area 6 - Other Reading Quizzes (ORQ)	Skill 2 - ORQ02 Identifying book title and author
TN 7.1.02b - Analyze the structure and organization of various text features to locate information (e.g., headings, key words, graphics, pictures, captions, sidebars).			
TN 7.1.02c - Identify the differences among various print and non-print formats (i.e. prose, poetry, newspaper/magazine, letters, dramas, technical manuals, screenplays, photographs, works of art, and textbooks).	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 17 - OP17 Acquiring understanding of literary types
TN 7.1.03 - Expand reading skills through phonemic awareness.			
TN 7.1.03a - Continue to develop an awareness of the sounds of language through repeated exposure to a variety of auditory experiences (e.g., poems, music lyrics, books on tape, read alouds).			
TN 7.1.03b - Analyze patterns of rhyme and rhythm to determine effectiveness.			
TN 7.1.03c - Analyze the effects of sound in language (e.g., alliteration [assonance and consonance], onomatopoeia, accent, repetition).			
TN 7.1.04 - Use decoding strategies to read unfamiliar words.			
TN 7.1.04a - Expand knowledge of root words, prefixes, and suffixes to facilitate the decoding of unknown words.	Product 1 - Accelerated Reader	Skill Area 13 - Vocabulary Acquisition (VA)	Skill 4 - VA04 Recognizing prefixes
			Skill 5 - VA05 Recognizing suffixes
TN 7.1.04b - Continue to use context clues to determine unknown words and identify multiple meaning words.	Product 1 - Accelerated Reader	Skill Area 13 - Vocabulary Acquisition (VA)	Skill 11 - VA11 Determining the definition of words with multiple meanings
TN 7.1.04c - Continue to decode unknown grade level words utilizing previous learned strategies and verify the words meaning within the context of the selection.	Product 1 - Accelerated Reader	Skill Area 13 - Vocabulary Acquisition (VA)	Skill 9 - VA09 Using context clues to infer the meaning of unfamiliar words

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 7, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
			Skill 10 - VA10 Supporting interpretations with examples drawn from text
TN 7.1.05 - Read to develop fluency, expression, and accuracy.			
TN 7.1.05a - Continue to demonstrate the ability to read fluently with expression, accuracy, and poise from a variety of texts (e.g., paired reading, choral reading, and read alongs).			
TN 7.1.05b - Continue to participate in guided reading.			
TN 7.1.05c - Continue to read using appropriate pronunciation, expression, and rate.			
TN 7.1.05d - Continue to adjust speed based on the purpose for reading.			
TN 7.1.05e - Continue to read independently on a daily basis.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 1 - OP01 Engaging in guided independent reading practice
		Skill Area 15 - Professional Development (PD) - Set up for Success	Skill 1 - PD07 Practicing reading daily in and outside of class
			Skill 2 - PD08 Reading independently with guidance
TN 7.1.06 - Expand reading vocabulary.			
TN 7.1.06a - Continue to build vocabulary by listening to literature, participating in class discussions, and reading self-selected and assigned texts.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 5 - OP05 Self-selecting appropriate books for success
			Skill 18 - OP18 Choosing a variety of reading material
		Skill Area 13 - Vocabulary Acquisition (VA)	Skill 1 - VA01 Reading from a variety of genres
TN 7.1.06b - Build vocabulary by reading from a wide variety of texts, literary genres and modes.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 5 - OP05 Self-selecting appropriate books for success

Standards List with Aligned Product Skills

Agency Tag Set Name		Product Name	
Tennessee, English Language Arts, 2001, Grade 7, Curriculum Standards, produced by Tennessee Department of Education		Accelerated Reader	
Standard	Product Description	Skill Area Description	Skill Description
			Skill 18 - OP18 Choosing a variety of reading material
		Skill Area 13 - Vocabulary Acquisition (VA)	Skill 1 - VA01 Reading from a variety of genres
TN 7.1.06c - Determine word meanings using expanded knowledge of roots, prefixes, and suffixes.	Product 1 - Accelerated Reader	Skill Area 13 - Vocabulary Acquisition (VA)	Skill 4 - VA04 Recognizing prefixes
			Skill 5 - VA05 Recognizing suffixes
TN 7.1.06d - Continue to determine the meaning of unfamiliar words using context clues, dictionaries, electronic sources, glossaries, and other resources.	Product 1 - Accelerated Reader	Skill Area 13 - Vocabulary Acquisition (VA)	Skill 9 - VA09 Using context clues to infer the meaning of unfamiliar words
TN 7.1.06e - Continue to replace unknown words with appropriate synonyms and/or antonyms to determine word meaning.			
TN 7.1.06f - Analyze and incorporate grade appropriate synonyms, antonyms, homonyms, and multiple meaning words into reading vocabulary and writing.	Product 1 - Accelerated Reader	Skill Area 13 - Vocabulary Acquisition (VA)	Skill 11 - VA11 Determining the definition of words with multiple meanings
			Skill 12 - VA12 Applying knowledge of synonyms to determine meaning
TN 7.1.06g - Continue to foster word consciousness (e.g., word play, word walls, graphic organizers, nuances of words, new and unusual words to share).			
TN 7.1.06h - Use mnemonic devices (e.g. rhyming words, vocabulary cartoons, kinesthetics) to acquire new vocabulary.			
TN 7.1.06i - Continue to determine the correct meaning/usage of multiple meaning words.	Product 1 - Accelerated Reader	Skill Area 13 - Vocabulary Acquisition (VA)	Skill 11 - VA11 Determining the definition of words with multiple meanings
TN 7.1.06j - Select the correct word or phrase to complete an analogy.			

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Tennessee, English Language Arts, 2001, Grade 7, Curriculum Standards, produced by Tennessee Department of Education		Accelerated Reader	
Standard	Product Description	Skill Area Description	Skill Description
TN 7.1.06k - Consider word etymology and semantic change as part of vocabulary study.			
TN 7.1.06l - Recognize, decode, and interpret widely used foreign phrases (e.g., bon voyage; mi casa es su casa).			
TN 7.1.06m - Define connotation and denotation to use for vocabulary studies.			
TN 7.1.06n - Discover ways by which a language acquires new words (e.g., borrowing from other languages, compounding words).			
TN 7.1.06o - Identify words that serve as clues to reveal time periods and cultures represented (e.g. use of vocabulary associated with a particular time period, region, or country).			
TN 7.1.07 - Employ pre-reading strategies to facilitate comprehension.			
TN 7.1.07a - Continue to establish a purpose for reading (e.g., to understand, to interpret, to enjoy, to solve problems, to answer specific questions, to discover information/facts, to discover models of writing).			
TN 7.1.07b - Utilize reference sources and personal experience to build background knowledge for reading.			
TN 7.1.07c - Continue to use previously learned strategies to front load text (e.g., skimming and scanning).			
TN 7.1.07d - Continue to preview text, using supports (e.g., illustrations/pictures, captions, timelines, graphs, diagrams, headings, subheadings, and footnotes).			
TN 7.1.07e - Explain the importance and the significance of the reading selections to learning and life.			

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Tennessee, English Language Arts, 2001, Grade 7, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 7.1.07f - Define significant words to be encountered in the text.	Product 1 - Accelerated Reader	Skill Area 15 - Professional Development (PD) - Set up for Success	Skill 8 - PD14 Reviewing lists of book-specific vocabulary words before and during reading
TN 7.1.07g - Make predictions about text.	Product 1 - Accelerated Reader	Skill Area 10 - Literacy Skills Quizzes - Inferential Comprehension (IC)	Skill 5 - IC05 Making Predictions
TN 7.1.07h - Relate text to prior personal experiences or opinions, historical knowledge, and current events as well as previously read print and non-print texts.			
TN 7.1.08 - Use active comprehension strategies to derive meaning while reading and to check for understanding after reading.			
TN 7.1.08a - Derive meaning while reading.			
TN 7.1.08a1 - Derive meaning while reading by continuing to formulate clarifying questions.			
TN 7.1.08a2 - Derive meaning while reading by adjusting predictions made while pre-reading based on information gained.			
TN 7.1.08a3 - Derive meaning while reading by continuing to predict outcomes, state reasonable generalizations, and draw conclusions based on prior knowledge and information gained while reading.	Product 1 - Accelerated Reader	Skill Area 10 - Literacy Skills Quizzes - Inferential Comprehension (IC)	Skill 2 - IC02 Drawing Conclusions
			Skill 5 - IC05 Making Predictions
TN 7.1.08a4 - Derive meaning while reading by using metacognitive and self-monitoring strategies while reading (pausing, rereading, miscues, consulting other sources, reading ahead).	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 8 - OP08 Building comprehension
TN 7.1.08a5 - Derive meaning while reading by engaging in reading between the lines (i.e., imagining parallel events, stating implied information.)			

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Standard	Product Description	Skill Area Description	Skill Description
TN 7.1.08a6 - Derive meaning while reading by continuing to create mental pictures from abstract information.			
TN 7.1.08a7 - Derive meaning while reading by continuing to relate text to prior personal experiences or opinions as well as previously read print and non-print texts.			
TN 7.1.08a8 - Derive meaning while reading by making inferences and recognizing unstated assumptions.	Product 1 - Accelerated Reader	Skill Area 10 - Literacy Skills Quizzes - Inferential Comprehension (IC)	Skill 3 - IC03 Making Inferences
TN 7.1.08a9 - Derive meaning while reading by verifying or modifying pre-reading purpose as additional information is obtained.			
TN 7.1.08a10 - Derive meaning while reading by exploring ways to interact with text (e.g., mark the text, use post-it notes, ask questions and make comments within the text).			
TN 7.1.08b - Derive meaning after reading.			
TN 7.1.08b1 - Derive meaning after reading by indicating and analyzing the sequence of events.	Product 1 - Accelerated Reader	Skill Area 3 - Reading Practice Quizzes (RPQ)	Skill 14 - RPQ14 Recalling sequence of events
		Skill Area 6 - Other Reading Quizzes (ORQ)	Skill 15 - ORQ15 Recalling sequence of events
		Skill Area 8 - Literacy Skills Quizzes - Initial Understanding (IU)	Skill 6 - IU06 Understanding Sequence
TN 7.1.08b2 - Derive meaning after reading by recognizing and stating the main idea/central element in a given reading selection noting details that support the main idea/central element.	Product 1 - Accelerated Reader	Skill Area 3 - Reading Practice Quizzes (RPQ)	Skill 7 - RPQ07 Recalling details
			Skill 16 - RPQ16 Identifying the main idea
		Skill Area 6 - Other Reading Quizzes (ORQ)	Skill 8 - ORQ08 Recalling details

Standards List with Aligned Product Skills			
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Tennessee, English Language Arts, 2001, Grade 7, Curriculum Standards, produced by Tennessee Department of Education		Accelerated Reader	
Standard	Product Description	Skill Area Description	Skill Description
			Skill 17 - ORQ17 Identifying the main idea
		Skill Area 8 - Literacy Skills Quizzes - Initial Understanding (IU)	Skill 3 - IU03 Recognizing Details
		Skill Area 11 - Literacy Skills Quizzes - Constructing Meaning (CM)	Skill 6 - CM06 Understanding the Main Idea
TN 7.1.08b3 - Derive meaning after reading by identifying the author's purpose and determining if the purpose is met.			
TN 7.1.08b4 - Derive meaning after reading by discussing similarities and differences in events and characters using evidence cited from the text or various texts.	Product 1 - Accelerated Reader	Skill Area 10 - Literacy Skills Quizzes - Inferential Comprehension (IC)	Skill 1 - IC01 Comparing and Contrasting
TN 7.1.08b5 - Derive meaning after reading by finding contextual support for responses to questions, for assistance in formulating ideas and opinions, and for supporting personal responses.			
TN 7.1.08b6 - Derive meaning after reading by analyzing cause and effect relationships.	Product 1 - Accelerated Reader	Skill Area 10 - Literacy Skills Quizzes - Inferential Comprehension (IC)	Skill 6 - IC06 Recognizing Cause and Effect
TN 7.1.08b7 - Derive meaning after reading by analyzing statements as fact or opinion.	Product 1 - Accelerated Reader	Skill Area 11 - Literacy Skills Quizzes - Constructing Meaning (CM)	Skill 2 - CM02 Differentiating Fact and Opinion
TN 7.1.08b8 - Derive meaning after reading by interpreting figurative language (e.g., idioms, similes, metaphors, personification, imagery, puns).	Product 1 - Accelerated Reader	Skill Area 11 - Literacy Skills Quizzes - Constructing Meaning (CM)	Skill 1 - CM01 Deriving Word or Phrase Meaning
TN 7.1.08b9 - Derive meaning after reading by demonstrating an understanding of implied themes and identify themes that commonly recur in literature.			
TN 7.1.08b10 - Derive meaning after reading by reflecting upon comprehension strategies utilized to make meaning from texts.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 8 - OP08 Building comprehension

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Tennessee, English Language Arts, 2001, Grade 7, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 7.1.08b11 - Derive meaning after reading by continuing to make connections among various print and non-print texts.			
TN 7.1.08b12 - Derive meaning after reading by continuing to make connections among the various literary genres and themes with personal, historical, and cultural experiences.			
TN 7.1.09 - Refine study skills and develop methods of research to enhance learning.			
TN 7.1.09a - Use and discern appropriate reference sources in various formats (e.g. encyclopedias, card/electronic catalogs, almanacs, periodicals, Internet).			
TN 7.1.09b - Use media (e.g. on-line catalog, non-fiction books, encyclopedias, CD-ROM, references, Internet) to view, read, and represent information.	Product 1 - Accelerated Reader	Skill Area 6 - Other Reading Quizzes (ORQ)	Skill 3 - ORQ03 Reading textbooks for information
		Skill Area 16 - Professional Development (PD) - Motivation	Skill 11 - PD30 Reading textbooks and assigned reading for information
			Skill 12 - PD31 Reading magazine articles for information
TN 7.1.09c - Use current technology (e.g., the Internet, CD-ROMs, online catalogs) as a research communication tool.			
TN 7.1.09d - Use a variety of reference sources (e.g., biographical sketches, letters, diaries, encyclopedia, periodicals).			
TN 7.1.09e - Distinguish between primary and secondary source documents.			
TN 7.1.09f - Continue to use the dictionary, glossary, thesaurus, and other word-referenced materials.			
TN 7.1.09g - Continue to use skimming and scanning skills.			

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Tennessee, English Language Arts, 2001, Grade 7, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 7.1.09h - Retrieve, organize, represent, and analyze information to demonstrate effectively knowledge acquired.			
TN 7.1.09i - Develop and use notes that include important concepts, summaries, and identification of reference sources.			
TN 7.1.09j - Analyze various forms of media and consider their impact on daily life.			
TN 7.1.09k - Recognize and use the techniques of propaganda (i.e. bandwagon, loaded words, testimonials).			
TN 7.1.09l - Select and use a variety of sources to prepare a research paper that includes a title page, outline, notes, and a bibliography.			
TN 7.1.10 - Develop skills to facilitate reading in a variety of content areas.			
TN 7.1.10a - Increase and maintain vocabulary specific to content and to current events.			
TN 7.1.10b - Continue to locate information using available text features (e.g., maps, charts, timelines, graphics, footnotes, indexes, glossaries, and tables of content, captions).			
TN 7.1.10c - Apply and analyze comprehension skills and strategies to informational text in the content areas.	Product 1 - Accelerated Reader	Skill Area 15 - Professional Development (PD) - Set up for Success	Skill 13 - PD19 Focusing attention on reading and cognitive skills to help with learning other subjects
TN 7.1.10d - Continue to use self-correction strategies while reading (pausing, rereading, consulting other sources, miscues).	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 8 - OP08 Building comprehension
TN 7.1.10e - Continue to interact with the text.			
TN 7.1.10f - Assess the reliability of sources.			
TN 7.1.11 - Read independently for a variety of purposes.			

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Tennessee, English Language Arts, 2001, Grade 7, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 7.1.11a - Read for literary experience.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 1 - OP01 Engaging in guided independent reading practice
			Skill 14 - OP14 Nurturing intrinsic love of reading
			Skill 15 - OP15 Engaging in literature-based reading
TN 7.1.11b - Read to gain information.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 1 - OP01 Engaging in guided independent reading practice
		Skill Area 6 - Other Reading Quizzes (ORQ)	Skill 3 - ORQ03 Reading textbooks for information
		Skill Area 16 - Professional Development (PD) - Motivation	Skill 11 - PD30 Reading textbooks and assigned reading for information
			Skill 12 - PD31 Reading magazine articles for information
TN 7.1.11c - Read to perform a task.			
TN 7.1.11d - Read for enjoyment.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 14 - OP14 Nurturing intrinsic love of reading
			Skill 18 - OP18 Choosing a variety of reading material
TN 7.1.11e - Read to expand vocabulary.	Product 1 - Accelerated Reader	Skill Area 12 - Vocabulary Practice Quizzes (VPQ)	Skill 1 - VPQ01 Acquiring vocabulary by encountering words in context
			Skill 2 - VPQ02 Learning new vocabulary in context
		Skill Area 13 - Vocabulary Acquisition (VA)	Skill 1 - VA01 Reading from a variety of genres
TN 7.1.11f - Read to build fluency.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 6 - OP06 Recognizing effect of reading practice on reading level
			Skill 12 - OP12 Accelerating reading growth

Standards List with Aligned Product Skills			
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Tennessee, English Language Arts, 2001, Grade 7, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
		Skill Area 3 - Reading Practice Quizzes (RPQ)	Skill 3 - RPQ03 Practicing reading with guidance and accountability
		Skill Area 6 - Other Reading Quizzes (ORQ)	Skill 4 - ORQ04 Practicing reading with guidance and accountability
		Skill Area 15 - Professional Development (PD) - Set up for Success	Skill 1 - PD07 Practicing reading daily in and outside of class
TN 7.1.12 - Experience and explore the elements of various literary and media genres.			
TN 7.1.12a - Continue to read, view, recognize various literary (e.g., short stories, novels, plays, legends, poetry, autobiographies/biographies, non-fiction of high interest) and media (e.g., music, films, videos, documentaries, visual and performing arts) genres.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 15 - OP15 Engaging in literature-based reading
			Skill 18 - OP18 Choosing a variety of reading material
TN 7.1.12b - Recognize the distinguishing elements of various literary and media genres.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 16 - OP16 Acquiring understanding of literary features
			Skill 17 - OP17 Acquiring understanding of literary types
TN 7.1.12c - Identify the elements found in the exposition (i.e. introduction of characters, setting, and conflict) of print and non-print text.			
TN 7.1.12d - Determine how the author develops characters/characterization (e.g., through words, speech, actions, thoughts, narrator, interactions, motivation).	Product 1 - Accelerated Reader	Skill Area 3 - Reading Practice Quizzes (RPQ)	Skill 21 - RPQ21 Understanding characterization
		Skill Area 6 - Other Reading Quizzes (ORQ)	Skill 22 - ORQ22 Understanding characterization

Standards List with Aligned Product Skills

Agency Tag Set Name		Product Name	
Tennessee, English Language Arts, 2001, Grade 7, Curriculum Standards, produced by Tennessee Department of Education		Accelerated Reader	
Standard	Product Description	Skill Area Description	Skill Description
		Skill Area 9 - Literacy Skills Quizzes - Literary Analysis (LA)	Skill 4 - LA04 Understanding Characterization
			Skill 6 - LA06 Understanding the Author's Craft
TN 7.1.12e - Identify and explain the rising action, climax, and falling action of a story/event.	Product 1 - Accelerated Reader	Skill Area 3 - Reading Practice Quizzes (RPQ)	Skill 12 - RPQ12 Recognizing plot
		Skill Area 6 - Other Reading Quizzes (ORQ)	Skill 13 - ORQ13 Recognizing plot
		Skill Area 9 - Literacy Skills Quizzes - Literary Analysis (LA)	Skill 1 - LA01 Recognizing Plot
TN 7.1.12f - Identify words and phrases used by authors to create mood to establish a tone.			
TN 7.1.12g - Compare and contrast elements of plot between or among stories.			
TN 7.1.12h - Continue to identify how point of view (i.e., first person or third person, limited and omniscient) shapes the plot of the story or the perspective of the characters and audience.			
TN 7.1.12i - Summarize and paraphrase selected passages/film clips for discussion and/or for written assignments or presentations.			
TN 7.1.12j - Make inferences about print and non-print text.	Product 1 - Accelerated Reader	Skill Area 10 - Literacy Skills Quizzes - Inferential Comprehension (IC)	Skill 3 - IC03 Making Inferences
TN 7.1.12k - Use deductive reasoning to facilitate and to extend understanding of print and non-print texts.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 13 - OP13 Improving critical thinking
		Skill Area 10 - Literacy Skills Quizzes - Inferential Comprehension (IC)	Skill 2 - IC02 Drawing Conclusions

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 7, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 7.1.12l - Explore the differences among non-fiction materials (e.g., letters, memoirs, diaries, journals, autobiographies, biographies, and educational, informational and technical texts).			
TN 7.1.12m - Demonstrate knowledge of similes, metaphors, personification, symbolism, idioms, puns, flashback and foreshadowing.	Product 1 - Accelerated Reader	Skill Area 9 - Literacy Skills Quizzes - Literary Analysis (LA)	Skill 6 - LA06 Understanding the Author's Craft
		Skill Area 11 - Literacy Skills Quizzes - Constructing Meaning (CM)	Skill 1 - CM01 Deriving Word or Phrase Meaning
TN 7.1.12n - Explore the concept of irony.			
TN 7.1.13 - Develop and sustain a motivation for reading.			
TN 7.1.13a - Visit libraries/media centers, book fairs, bookstores, and other print rich environments to explore books.			
TN 7.1.13b - Use personal criteria to select reading material (e.g., personal interest, knowledge of authors, text difficulty, text genres, recommendation of others).	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 4 - OP04 Matching book level to one's own reading level
			Skill 5 - OP05 Self-selecting appropriate books for success
			Skill 18 - OP18 Choosing a variety of reading material
			Skill 19 - OP19 Setting individual goals to increase reading comprehension
		Skill Area 15 - Professional Development (PD) - Set up for Success	Skill 3 - PD09 Selecting books to accelerate reading growth
			Skill 5 - PD11 Setting goals for quantity of reading practice and level of challenge(book level)

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 7, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 7.1.13c - Read daily from self-selected materials.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 5 - OP05 Self-selecting appropriate books for success
		Skill Area 15 - Professional Development (PD) - Set up for Success	Skill 1 - PD07 Practicing reading daily in and outside of class
TN 7.1.13d - Relate literary experiences (e.g., book discussions, literary circles, writing, oral presentations, artistic expressions).			
TN 7.1.13e - Experience and develop an awareness of literature that reflects a diverse society and encourages tolerance.	Product 1 - Accelerated Reader	Skill Area 3 - Reading Practice Quizzes (RPQ)	Skill 11 - RPQ11 Understanding historical/cultural factors
		Skill Area 6 - Other Reading Quizzes (ORQ)	Skill 12 - ORQ12 Understanding historical/cultural factors
		Skill Area 9 - Literacy Skills Quizzes - Literary Analysis (LA)	Skill 5 - LA05 Understanding Historical/Cultural Factors
TN 7.1.13f - Maintain a personal reading list/or reading log/journal to reflect reading gains and accomplishments.	Product 1 - Accelerated Reader	Skill Area 15 - Professional Development (PD) - Set up for Success	Skill 5 - PD11 Setting goals for quantity of reading practice and level of challenge(book level)
		Skill Area 16 - Professional Development (PD) - Motivation	Skill 6 - PD25 Communicating regularly, student with the teacher, to monitor progress and set goals
- WRITING			
TN 2.0 - The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.			
TN 7.2.01 - Engage in prewriting, using a variety of strategies.			
TN 7.2.01a - Generate, focus, and organize ideas through personal resources, brainstorming, literary models, and classroom discussions.			

Standards List with Aligned Product Skills

Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 7, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 7.2.01b - Use print and non-print materials, along with prior knowledge and content area knowledge, to provide background for writing.			
TN 7.2.01c - Continue to develop writing by using appropriate organizational strategies, including outlining and other graphic organizers, to produce a prewriting plan that leads to writing.			
TN 7.2.01d - Select, limit, and refine a topic.			
TN 7.2.01e - Determine appropriate audience (i.e., formal audience).			
TN 7.2.01f - Evaluate purposes for writing (e.g., to inform, to describe, to explain, to persuade).			
TN 7.2.02 - Write for a variety of audiences and purposes.			
TN 7.2.02a - Determine the intended audience (i.e., formal audience).			
TN 7.2.02b - Identify the mode, the usage level, and conventions for appropriate sharing of information with the selected personal audience.			
TN 7.2.02c - Continue to write competently in the narrative and descriptive modes.			
TN 7.2.02d - Develop and refine writing in the expository mode.			
TN 7.2.02e - Continue to write in response to expository prompts.			
TN 7.2.02f - Explore the techniques of persuasive writing.			
TN 7.2.02g - Write personal reflections of experiences and events for self and others.			
TN 7.2.02h - Continue to produce original works of creative and imaginative writings.			
TN 7.2.02i - Continue to write to acquire knowledge (e.g., express, organize, and clarify thinking, take notes, synthesize information, enhance communication).			

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 7, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 7.2.03 - Compose drafts of written works.			
TN 7.2.03a - Continue to use prewriting plan to guide the first draft.			
TN 7.2.03b - Continue to write and think freely while drafting.			
TN 7.2.03c - Select mode based on purpose (i.e., descriptive, narrative, expository, and persuasive).			
TN 7.2.03d - Develop a thesis statement appropriate to topic.			
TN 7.2.03e - Support and focus on topic, using details.			
TN 7.2.03f - Present and support sufficient knowledge of topic to reflect background and understanding.			
TN 7.2.03g - Compose the draft with an introduction to engage the audience interest, body paragraphs, and a conclusion.			
TN 7.2.03h - Use precise language including active verbs, vivid words, colorful modifiers, figurative language, and imagery.			
TN 7.2.03i - Continue to develop sentences that are clear, varied, and appropriate to the audience.			
TN 7.2.04 - Show evidence of and determine appropriate revisions within the written draft.			
TN 7.2.04a - Revise writing to focus on purpose and audience.			
TN 7.2.04b - Evaluate and determine if word choices are appropriate for the target audience.			
TN 7.2.04c - Evaluate and revise writing to focus on fluency of thought and coherence (e.g., sentences and paragraphs flow smoothly together, evidence of syntactic variety/varied sentence structures).			

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 7, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 7.2.04d - Evaluate and determine the effectiveness of the organization of the written draft (e.g., chronological order or sequence maintained, creative introduction, appropriate thesis, supportive statements, and effective transitions).			
TN 7.2.04e - Evaluate and revise writing to insure consistent development of ideas (e.g., appropriate and logical reasoning, key ideas covered, evidence of support for ideas, examples used, supportive statistics).			
TN 7.2.04f - Explore the use of words and phrases that create mood to establish a tone.			
TN 7.2.04g - Analyze writing for clarity of thought.			
TN 7.2.05 - Include editing before the completion of finished work.			
TN 7.2.05a - Continue to edit for elements of language.			
TN 7.2.05b - Proofread using prior knowledge and experience, reference materials, and technology.			
TN 7.2.05c - Continue to create readable documents.			
TN 7.2.05d - Explore appropriate proofreading symbols.			
TN 7.2.06 - Evaluate own and others' writing.			
TN 7.2.06a - Continue to develop and use a rubric for evaluation.			
TN 7.2.06b - Continue to make appropriate suggestions for improvement, using state assessment rubric.			
TN 7.2.06c - Recognize the strengths, errors, and challenges in peers' writing and make appropriate comments of praise and suggestions for improvement.			
TN 7.2.06d - Continue to evaluate improvements made in own work and others' work.			

Standards List with Aligned Product Skills

Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 7, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 7.2.07 - Experience numerous publishing opportunities.			
TN 7.2.07a - Produce a final draft of a selected work suitable for publication and/or sharing.			
TN 7.2.07b - Use multiple technological sources to prepare and present work and to add graphs, tables, and/or illustrations.			
TN 7.2.07c - Identify opportunities for publication (e.g., school bulletin boards and publications, local and national contests, Internet websites, newspaper/periodicals).			
TN 7.2.08 - Write in the expository mode.			
TN 7.2.08a - Write in response to expository prompts, including frequent opportunities for timed writing.			
TN 7.2.08b - Write frequently in the expository mode.			
TN 7.2.08c - State a well-developed, appropriate thesis.			
TN 7.2.08d - Support and focus topic with relevant elaboration using supporting details and/or supporting examples.			
TN 7.2.08e - Select the most appropriate organizational format for an expository essay.			
TN 7.2.08f - Use models of expository writing to enhance the writing process.			
TN 7.2.08g - Create and select an appropriate title that creatively and accurately reflects the topic.			
TN 7.2.08h - Determine the qualities of strong and clinching concluding paragraphs to enrich writing assignments.			
TN 7.2.08i - Continue to explain/illustrate key ideas clearly.			
TN 7.2.08j - Incorporate varied expository structures (i.e., problem and solution, and present potential arguments).			

Standards List with Aligned Product Skills

Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 7, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 7.2.08k - Continue to apply the Tennessee state assessment rubric to an expository essay.			
TN 7.2.08l - Continue to demonstrate facility in the use of language.			
TN 7.2.09 - Write frequently across all content areas.			
TN 7.2.09a - Continue to produce a variety of creative works utilizing knowledge from the content areas (e.g., journals, magazines, poems, letters to the editor, dialogues between famous people, WebPages).			
TN 7.2.09b - Continue to produce a variety of technical works utilizing knowledge from the content areas (e.g., explanations of projects and problems, science experiment projects, demonstrations, editorials, documents).			
TN 7.2.09c - Continue to research topics and organize gathered information from the content areas into presentable documents.			
TN 7.2.09d - Continue to compose and respond to original questions and/or problems from all content areas.			
TN 7.2.09e - Continue to respond expressively and creatively to the arts incorporating the arts into all content areas.			
TN 7.2.09f - Continue to react and respond to content area information in creative ways (e.g., create graphic, non-print essays; write and design a children's book and create a tape to accompany book).			
TN 7.2.09g - Incorporate knowledge from the content areas across the content areas to enhance writing and display knowledge.			

Standards List with Aligned Product Skills

Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 7, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 7.2.10 - Write expressively in order to develop an effective writing style.			
TN 7.2.10a - Continue to view, read, and/or listen to examples of various writing styles.			
TN 7.2.10b - Demonstrate the use of vivid words (e.g., action verbs, figurative language, and imagery).			
TN 7.2.10c - Support ideas through use of sensory details, concrete examples, and anecdotes.			
TN 7.2.10d - Continue to use a variety of sentence structures.			
TN 7.2.10e - Continue to select appropriate transitional devices to enhance organization and unity of work.			
TN 7.2.10f - Develop a unique and consistent voice in original works.			
TN 7.2.11 - Write in response to literature.			
TN 7.2.11a - Continue to express ideas or opinions through creative responses to a variety of literary forms and genres.			
TN 7.2.11b - Write extended character analyses.			
TN 7.2.11c - Demonstrate through writing an understanding of the elements of literature (e.g., plot, conflicts, setting, and characters).			
TN 7.2.11d - Compare and contrast plots, conflicts, themes, and characters, from a variety of literary selections and genres.			
TN 7.2.11e - Write creative, imaginative, and original responses to literature to enhance the literary experience (e.g., poems, songs, stories, dances, art, advertising campaigns).			
TN 7.2.12 - Write in a variety of forms and genres.			
TN 7.2.12a - Write works of fiction in the descriptive or narrative modes (e.g., short story, television scripts, fables, tall tales).			

Standards List with Aligned Product Skills

Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 7, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 7.2.12b - Write poetry (e.g., haiku, bio-poem, limericks).			
TN 7.2.12c - Write biographical/autobiographical sketches, using relevant dialogue and anecdotes.			
TN 7.2.12d - Continue to write friendly and business letters.			
TN 7.2.12e - Write reflective pieces to clarify thinking and determine understanding.			
TN 7.2.12f - Write and select appropriate mode for documentary scripts, commercials, journalistic articles, and letters to the editor.			
TN 7.2.12g - Write personal essays and collect other works for portfolio.			
TN 7.2.12h - Compose technical writing (e.g., to set a VCR or computer, to assemble a bike or other product).			
TN 7.2.12i - Assemble collected information into a research document or presentation.			
TN 7.2.12j - Write a persuasive argument, stating a clear position supported by relevant evidence to convince an audience.			
TN 7.2.13 - Locate and analyze information to prepare written presentations or reports.			
TN 7.2.13a - Continue to use dictionaries, thesauruses and other word referenced materials.			
TN 7.2.13b - Continue to utilize resources available in the media center.			
TN 7.2.13c - Demonstrate ability to use interviews in writing and presenting.			
TN 7.2.13d - Examine surveys and polls as support for research.			
TN 7.2.13e - Continue to use computer technology to find information, to create reports and presentations, and to support research.			

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 7, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 7.2.13f - Continue to use examples and details collected from available resources.			
TN 7.2.13g - Recognize that two equally reliable sources may present material from different perspectives.			
- ELEMENTS OF LANGUAGE			
TN 3.0 - The student will use standard English conventions and proper spelling as appropriate to speaking and writing.			
TN 7.3.01 - Demonstrate knowledge of standard English usage.			
TN 7.3.01a - Use nouns correctly (e.g., collective nouns, compound nouns, noun functions as direct and indirect objects, and as predicate nouns).			
TN 7.3.01b - Use verbs appropriately (e.g. agreement with subject in person and number, verbs that take objects, linking verbs with predicate adjectives and predicate nouns; verb phrases, consistency in verb tenses, regular and irregular verb forms, correct use of the three simple and the three perfect tenses).			
TN 7.3.01c - Use pronouns appropriately (e.g., proper case: nominative, objective, possessive; reflexive pronouns, interrogative, demonstrative; agreement of pronouns with their antecedents).			
TN 7.3.01d - Use adjectives appropriately (e.g., comparative and superlative forms, compound predicate adjectives, adjective clauses).			
TN 7.3.01e - Use adverbs appropriately (e.g., comparative and superlative forms, punctuation with introductory adverb phrases and clauses, correct placement within the sentence).			

Standards List with Aligned Product Skills

Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 7, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 7.3.01f - Use conjunctions appropriately (e.g., coordinating, correlative, and subordinating conjunctions to combine words, phrases, clauses, and sentences).			
TN 7.3.01g - Identify and use appropriately prepositional phrases. (Recognize them as adjective/adverb modifiers and note their functions in the sentence.)			
TN 7.3.01h - Use interjections appropriately.			
TN 7.3.01i - Recognize and correct usage errors (e.g., subject/verb agreement, pronoun case {with emphasis on who/whom}), double negatives, comparative and superlative forms, troublesome word pairs {rise/raise, stationary/stationery, complement/compliment, beside/besides}).			
TN 7.3.02 - Demonstrate knowledge of standard English mechanics.			
TN 7.3.02a - Continue the correct use of capitalization (e.g., titles, friendly and business letters, quotations, proper adjectives).			
TN 7.3.02b - Demonstrate the correct use of commas (e.g., after introductory words, phrases or clauses; setting off appositive and interrupters; before a coordinating conjunction joining independent clauses to form compound sentences); colons (e.g., in business letters or before a list of items in a series); semicolons (e.g., titles, words, letters, and figures); quotation marks (e.g., with direct quotations, to set off dialogue in titles, use of end punctuation with quotation marks).			
TN 7.3.02c - Continue to form both singular and plural possessives using apostrophes.			
TN 7.3.02d - Continue to write legibly.			

Standards List with Aligned Product Skills

Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 7, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 7.3.03 - Demonstrate knowledge of standard English spelling.			
TN 7.3.03a - Spell high frequency words correctly.			
TN 7.3.03b - Spell correctly commonly misspelled words appropriate to grade level.			
TN 7.3.03c - Spell correctly words commonly used in content specific vocabulary.			
TN 7.3.03d - Recognize incorrectly spelled words within the context of sentences or phrases.			
TN 7.3.03e - Spell affixes correctly (e.g., il+legible=illegible; dine+ing=dining).			
TN 7.3.03f - Proofread and edit for accuracy of spelling, using appropriate strategies to confirm spelling and to correct errors.			
TN 7.3.03g - Determine correct spelling of words utilizing electronic and print tools (e.g., spell check, dictionaries, word walls, and charts).			
TN 7.3.03h - Maintain a consciousness toward correct spelling across the content areas.			
TN 7.3.04 - Demonstrate knowledge of correct sentence structure.			
TN 7.3.04a - Correct run-on sentences by using conjunctions, semicolons, and periods to join or to separate run-on elements.			
TN 7.3.04b - Correct sentence fragments by supplying the missing elements.			
TN 7.3.04c - Recognize and differentiate among simple, compound, and complex sentences.			
TN 7.3.04d - Combine sentences using a variety of strategies.			
TN 7.3.04e - Recognize and use appositives and appositive phrases.			

Standards List with Aligned Product Skills

Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 7, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 7.3.04f - Recognize and use infinitives and infinitive phrases.			
TN 7.3.04g - Identify and place correctly within a sentence adjective, adverb, and noun clauses.			
TN 7.3.04h - Use subordination, apposition, coordination, prepositional phrases, transitional words and phrases and other devices to indicate clear relationships.			
TN 7.3.04i - Identify the complete subject and complete predicate of interrogative and other inverted sentence patterns.			

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 8, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
- READING			
TN 1.0 - The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print and non-print text.			
TN 8.1.01 - Continue to develop oral language and listening skills.			
TN 8.1.01a - Continue to model active listening in both formal and informal settings.			
TN 8.1.01b - Continue to adhere to rules for public conversations.			
TN 8.1.01c - Continue to formulate and respond to questions from teachers and classmates.			
TN 8.1.01d - Continue to organize and share information, stories, experiences, ideas, and feelings with others in both formal and informal situations.			
TN 8.1.01e - Participate in creative responses to text (e.g., debates, dramatizations, speeches).			
TN 8.1.01f - Deliver a focused, well-organized oral presentation, using multiple sources of information from any content area utilizing visual aids for contextual support.			
TN 8.1.01g - Incorporate into oral reading, discussions, and presentations the use of correct stress, pitch, and juncture.			
TN 8.1.01h - Analyze a variety of non-verbal communication techniques and how they impact the audience and speaker.			
TN 8.1.02 - Develop an understanding of the concepts of print.			
TN 8.1.02a - Recognize the defining characteristics of a variety of texts (e.g., identify differences between poetry and narration, between plays and essays, between biography and historical fiction).	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 16 - OP16 Acquiring understanding of literary features

Standards List with Aligned Product Skills

Agency Tag Set Name		Product Name	
Tennessee, English Language Arts, 2001, Grade 8, Curriculum Standards, produced by Tennessee Department of Education		Accelerated Reader	
Standard	Product Description	Skill Area Description	Skill Description
			Skill 17 - OP17 Acquiring understanding of literary types
TN 8.1.02b - Approach texts according to their type using appropriate skills and prior knowledge (e.g., read poetry aloud, bring knowledge of history to a reading of biography, provide "between the lines" information in drama, determine how the form/genre informs meaning).			
TN 8.1.02c - Recognize the structure and organization of various text features to locate information (e.g., sidebars, questions at the end of chapter/unit, footnotes, endnotes).			
TN 8.1.03 - Expand reading skills through phonemic awareness.			
TN 8.1.03a - Continue to develop an awareness of the sounds of language through repeated exposure to a variety of auditory experiences (e.g., poems, music lyrics, books on tape, read alouds).			
TN 8.1.03b - Evaluate patterns of rhyme and rhythm and how they affect understanding.			
TN 8.1.03c - Evaluate the effects of sound in language (e.g., alliteration [assonance and consonance], onomatopoeia, slant rhyme, internal rhyme, accent, repetition).			
TN 8.1.04 - Use decoding strategies.			
TN 8.1.04a - Recognize and identify the base/root word from words having affixes.			
TN 8.1.04b - Determine the meaning of prefixes and suffixes through identification and usage.			
TN 8.1.04c - Use context clues to determine multiple meaning words.	Product 1 - Accelerated Reader	Skill Area 13 - Vocabulary Acquisition (VA)	Skill 11 - VA11 Determining the definition of words with multiple meanings

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 8, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 8.1.04d - Decode unknown grade level words utilizing previous learned strategies and verify the word's meaning within the context of the selection.	Product 1 - Accelerated Reader	Skill Area 13 - Vocabulary Acquisition (VA)	Skill 9 - VA09 Using context clues to infer the meaning of unfamiliar words
			Skill 10 - VA10 Supporting interpretations with examples drawn from text
TN 8.1.05 - Read to develop fluency, expression, accuracy, and confidence.			
TN 8.1.05a - Demonstrate the ability to read fluently with expression, accuracy, and poise from a variety of texts (e.g., paired reading, choral reading, and read alongs).			
TN 8.1.05b - Continue to participate in guided reading.			
TN 8.1.05c - Continue to read using appropriate pronunciation, expression, and rate.			
TN 8.1.05d - Continue to adjust speed based on the purpose for reading.			
TN 8.1.05e - Continue to read independently on a daily basis.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 1 - OP01 Engaging in guided independent reading practice
		Skill Area 15 - Professional Development (PD) - Set up for Success	Skill 1 - PD07 Practicing reading daily in and outside of class
			Skill 2 - PD08 Reading independently with guidance
TN 8.1.06 - Expand reading vocabulary.			
TN 8.1.06a - Build vocabulary by listening to literature, viewing films and documentaries, participating in class discussions, and reading self-selected and assigned texts.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 5 - OP05 Self-selecting appropriate books for success
			Skill 18 - OP18 Choosing a variety of reading material

Standards List with Aligned Product Skills

Agency Tag Set Name		Product Name	
Tennessee, English Language Arts, 2001, Grade 8, Curriculum Standards, produced by Tennessee Department of Education		Accelerated Reader	
Standard	Product Description	Skill Area Description	Skill Description
		Skill Area 13 - Vocabulary Acquisition (VA)	Skill 1 - VA01 Reading from a variety of genres
TN 8.1.06b - Build vocabulary by reading and viewing from a wide variety of print and non-print texts, literary and media genres and modes.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 5 - OP05 Self-selecting appropriate books for success
			Skill 18 - OP18 Choosing a variety of reading material
		Skill Area 13 - Vocabulary Acquisition (VA)	Skill 1 - VA01 Reading from a variety of genres
TN 8.1.06c - Analyze word meanings using roots, prefixes, and suffixes.	Product 1 - Accelerated Reader	Skill Area 13 - Vocabulary Acquisition (VA)	Skill 4 - VA04 Recognizing prefixes
			Skill 5 - VA05 Recognizing suffixes
TN 8.1.06d - Continue to determine the meaning of unfamiliar words using context clues, dictionaries, electronic sources, glossaries, and other resources.	Product 1 - Accelerated Reader	Skill Area 13 - Vocabulary Acquisition (VA)	Skill 9 - VA09 Using context clues to infer the meaning of unfamiliar words
TN 8.1.06e - Evaluate the use of synonyms, antonyms, homonyms, and multiple meaning words, and determine how they assist with understanding.			
TN 8.1.06f - Continue to foster word consciousness (e.g., word play, word walls, graphic organizers, nuances of words, power words).			
TN 8.1.06g - Analyze and use useful mnemonic devices (e.g., rhyming words, vocabulary cartoons, kinesthetic) to acquire new vocabulary.			
TN 8.1.06h - Select the correct word or phrase to complete an analogy.			
TN 8.1.06i - Recognize the historical influences on and changes to the English language.			
TN 8.1.06j - Consider word etymology and semantic change as part of vocabulary study.			

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 8, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 8.1.06k - Recognize and interpret widely used foreign phrases (e.g., e pluribus unum, c'est la vie).			
TN 8.1.06l - Use connotation and denotation for vocabulary studies.			
TN 8.1.06m - Recognize that word choices create a mood to set a tone.	Product 1 - Accelerated Reader	Skill Area 9 - Literacy Skills Quizzes - Literary Analysis (LA)	Skill 6 - LA06 Understanding the Author's Craft
TN 8.1.06n - Discover ways by which a language acquires new words (e.g., brand names, acronyms).			
TN 8.1.06o - Identify words and phrases that serve as clues to reveal time periods, cultures and regions represented (e.g., use of vocabulary associated with a particular time period, region, or country).			
TN 8.1.07 - Develop independent pre-reading strategies to facilitate comprehension.			
TN 8.1.07a - Continue to establish a purpose for reading and viewing (e.g., to understand, to interpret, to enjoy, to solve problems, to answer specific questions, to discover information/facts, to discover models of writing).			
TN 8.1.07b - Continue to utilize reference sources to build background knowledge for reading.			
TN 8.1.07c - Continue to use previously learned strategies to front load text (e.g., skimming and scanning, connecting to prior knowledge).			
TN 8.1.07d - Preview text, using supports such as illustrations/pictures, captions, graphs, diagrams, headings, subheadings, and footnotes.			
TN 8.1.07e - Relate the importance and the significance of the reading, listening, and viewing selections to learning and life.			

Standards List with Aligned Product Skills

Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 8, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 8.1.07f - Analyze significant words to be encountered in the text.	Product 1 - Accelerated Reader	Skill Area 15 - Professional Development (PD) - Set up for Success	Skill 8 - PD14 Reviewing lists of book-specific vocabulary words before and during reading
TN 8.1.07g - Make predictions about print and non-print text.	Product 1 - Accelerated Reader	Skill Area 10 - Literacy Skills Quizzes - Inferential Comprehension (IC)	Skill 5 - IC05 Making Predictions
TN 8.1.07h - Relate print and non-print text to prior personal experiences or opinions, historical knowledge, current events and cultural background as well as previously read print and non-print texts.			
TN 8.1.08 - Use active comprehension strategies to derive meaning while reading and check for understanding after reading.			
TN 8.1.08a - Derive meaning while reading.			
TN 8.1.08a1 - Derive meaning while reading by continuing to formulate clarifying questions.			
TN 8.1.08a2 - Derive meaning while reading by evaluating predictions made in prereading and making adjustments.			
TN 8.1.08a3 - Derive meaning while reading by continuing to predict outcomes, state reasonable generalizations, and draw conclusions based on prior knowledge and information gained while reading.	Product 1 - Accelerated Reader	Skill Area 10 - Literacy Skills Quizzes - Inferential Comprehension (IC)	Skill 2 - IC02 Drawing Conclusions
			Skill 5 - IC05 Making Predictions
TN 8.1.08a4 - Derive meaning while reading by using metacognitive and self-monitoring strategies while reading (e.g. pausing, rereading, consulting other sources, reading ahead, asking for help).	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 8 - OP08 Building comprehension

Standards List with Aligned Product Skills

Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 8, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 8.1.08a5 - Derive meaning while reading by engaging in reading between the lines (i.e., changing perspective among characters to determine thoughts, imagining parallel events, stating implied information).			
TN 8.1.08a6 - Derive meaning while reading by continuing to create mental pictures from abstract information.			
TN 8.1.08a7 - Derive meaning while reading by continuing to relate text to prior personal experiences or opinions as well as previously read print and non-print texts.			
TN 8.1.08a8 - Derive meaning while reading by making inferences and recognizing unstated assumptions.	Product 1 - Accelerated Reader	Skill Area 10 - Literacy Skills Quizzes - Inferential Comprehension (IC)	Skill 3 - IC03 Making Inferences
TN 8.1.08a9 - Derive meaning while reading by verifying or modifying pre-reading purpose as additional information is obtained.			
TN 8.1.08a10 - Derive meaning while reading by exploring ways to interact with text (e.g., mark the text, use post-it notes, ask questions and make comments within the text).			
TN 8.1.08b - Derive meaning after reading.			
TN 8.1.08b1 - Derive meaning after reading by indicating, analyzing, and evaluating the sequence of events.	Product 1 - Accelerated Reader	Skill Area 3 - Reading Practice Quizzes (RPQ)	Skill 14 - RPQ14 Recalling sequence of events
		Skill Area 6 - Other Reading Quizzes (ORQ)	Skill 15 - ORQ15 Recalling sequence of events
		Skill Area 8 - Literacy Skills Quizzes - Initial Understanding (IU)	Skill 6 - IU06 Understanding Sequence
TN 8.1.08b2 - Derive meaning after reading by recognizing and stating the main idea/central element in a given reading selection, noting details that support the main idea/central element.	Product 1 - Accelerated Reader	Skill Area 3 - Reading Practice Quizzes (RPQ)	Skill 7 - RPQ07 Recalling details

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 8, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
			Skill 16 - RPQ16 Identifying the main idea
		Skill Area 6 - Other Reading Quizzes (ORQ)	Skill 8 - ORQ08 Recalling details
			Skill 17 - ORQ17 Identifying the main idea
		Skill Area 8 - Literacy Skills Quizzes - Initial Understanding (IU)	Skill 3 - IU03 Recognizing Details
		Skill Area 11 - Literacy Skills Quizzes - Constructing Meaning (CM)	Skill 6 - CM06 Understanding the Main Idea
TN 8.1.08b3 - Derive meaning after reading by identifying the author's purpose and analyzing to determine if purpose is met.			
TN 8.1.08b4 - Derive meaning after reading by discussing similarities and differences in events and characters using evidence cited from the text or various texts.			
TN 8.1.08b5 - Derive meaning after reading by analyzing and evaluating the text to find contextual support for responses to questions, for assistance in formulating ideas and opinions, and for supporting personal responses.			
TN 8.1.08b6 - Derive meaning after reading by assessing the accuracy and appropriateness of an author's details to support claims and assertions, noting instances of bias and stereotyping.			
TN 8.1.08b7 - Derive meaning after reading by evaluating cause and effect relationships.	Product 1 - Accelerated Reader	Skill Area 10 - Literacy Skills Quizzes - Inferential Comprehension (IC)	Skill 6 - IC06 Recognizing Cause and Effect
TN 8.1.08b8 - Derive meaning after reading by evaluating statements as fact or opinion.	Product 1 - Accelerated Reader	Skill Area 11 - Literacy Skills Quizzes - Constructing Meaning (CM)	Skill 2 - CM02 Differentiating Fact and Opinion

Standards List with Aligned Product Skills			
Agency Tag Set Name		Product Name	
Tennessee, English Language Arts, 2001, Grade 8, Curriculum Standards, produced by Tennessee Department of Education		Accelerated Reader	
Standard	Product Description	Skill Area Description	Skill Description
TN 8.1.08b9 - Derive meaning after reading by analyzing the use of figurative language (idioms, similes, metaphors, personification, imagery, puns).	Product 1 - Accelerated Reader	Skill Area 11 - Literacy Skills Quizzes - Constructing Meaning (CM)	Skill 1 - CM01 Deriving Word or Phrase Meaning
TN 8.1.08b10 - Derive meaning after reading by analyzing themes, whether stated or implied.			
TN 8.1.08b11 - Derive meaning after reading by evaluating and reflecting upon comprehension strategies utilized to make meaning from texts.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 8 - OP08 Building comprehension
TN 8.1.08b12 - Derive meaning after reading by making connections among various print and non-print texts.			
TN 8.1.08b13 - Derive meaning after reading by making connections among the various literary genres and themes with personal, historical, and cultural experiences.			
TN 8.1.08b14 - Derive meaning after reading by evaluating reading selections for their application to daily life (e.g., extend and apply meaning derived from text to different situations).			
TN 8.1.09 - Refine study skills and develop methods of research to enhance learning.			
TN 8.1.09a - Determine appropriate reference sources in various formats (e.g., encyclopedias, card/electronic catalogs, almanacs, periodicals, Internet).			
TN 8.1.09b - Use media (e.g., films, video, the visual and performing arts, on-line catalogs, non-fiction books, encyclopedias, CD-ROMs, references, Internet) to view, read, and represent information.	Product 1 - Accelerated Reader	Skill Area 6 - Other Reading Quizzes (ORQ)	Skill 3 - ORQ03 Reading textbooks for information
		Skill Area 16 - Professional Development (PD) - Motivation	Skill 11 - PD30 Reading textbooks and assigned reading for information

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 8, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
			Skill 12 - PD31 Reading magazine articles for information
TN 8.1.09c - Use current technology (e.g., the Internet, CD-ROMs, online catalogs) as a research communication tool.			
TN 8.1.09d - Analyze a variety of reference sources (e.g., biographical sketches, letters, diaries, encyclopedias, periodicals).			
TN 8.1.09e - Distinguish between and use primary and secondary source documents.			
TN 8.1.09f - Evaluate resources for validity and reliability.			
TN 8.1.09g - Continue to refine skimming and scanning skills.			
TN 8.1.09h - Retrieve, organize, represent, analyze, and evaluate information to demonstrate knowledge effectively acquired.			
TN 8.1.09i - Develop and use notes that include important concepts, summaries, and identification of reference sources.			
TN 8.1.09j - Investigate and evaluate the impact of bias/persuasive devices on daily life.			
TN 8.1.09k - Recognize and identify a statement as an example of persuasive and/or propaganda techniques (e.g., false generalizations, loaded words, snob appeal, name-calling, bandwagon, testimonials, and inconsistencies of logic).	Product 1 - Accelerated Reader	Skill Area 11 - Literacy Skills Quizzes - Constructing Meaning (CM)	Skill 4 - CM04 Identifying Persuasive Language
TN 8.1.09l - Use and evaluate a variety of sources to prepare a research paper that includes a title page, outline, notes, and a bibliography.			
TN 8.1.09m - Define and apply internal (subjective) and external (objective) criteria in making critical evaluations of given statements.			

Standards List with Aligned Product Skills

Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 8, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 8.1.10 - Apply vocabulary development and comprehension skill to facilitate reading to learn in content areas.			
TN 8.1.10a - Expand and maintain vocabulary specific to content areas and to current events.			
TN 8.1.10b - Continue to locate information using available text features (e.g., maps, charts, timelines, graphics, indexes, glossaries, footnotes, author's biography, and tables of content).			
TN 8.1.10c - Apply, analyze, and evaluate comprehension skills and strategies used to obtain meaning from informational text in the content areas.	Product 1 - Accelerated Reader	Skill Area 15 - Professional Development (PD) - Set up for Success	Skill 13 - PD19 Focusing attention on reading and cognitive skills to help with learning other subjects
TN 8.1.10d - Continue to use self-correction strategies while reading (e.g., pausing, rereading, consulting other sources.).	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 8 - OP08 Building comprehension
TN 8.1.10e - Continue to interact with the text and analyze its effectiveness.			
TN 8.1.10f - Determine the reliability of sources by exploring the author's background, intentions and motives.			
TN 8.1.11 - Read independently for a variety of purposes.			
TN 8.1.11a - Read for literary experience.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 1 - OP01 Engaging in guided independent reading practice
			Skill 14 - OP14 Nurturing intrinsic love of reading
			Skill 15 - OP15 Engaging in literature-based reading
TN 8.1.11b - Read to gain information.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 1 - OP01 Engaging in guided independent reading practice
		Skill Area 6 - Other Reading Quizzes (ORQ)	Skill 3 - ORQ03 Reading textbooks for information

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 8, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
		Skill Area 16 - Professional Development (PD) - Motivation	Skill 11 - PD30 Reading textbooks and assigned reading for information
			Skill 12 - PD31 Reading magazine articles for information
TN 8.1.11c - Read to perform a task.			
TN 8.1.11d - Read for enjoyment.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 5 - OP05 Self-selecting appropriate books for success
			Skill 14 - OP14 Nurturing intrinsic love of reading
			Skill 18 - OP18 Choosing a variety of reading material
TN 8.1.11e - Read to expand vocabulary.	Product 1 - Accelerated Reader	Skill Area 12 - Vocabulary Practice Quizzes (VPQ)	Skill 1 - VPQ01 Acquiring vocabulary by encountering words in context
			Skill 2 - VPQ02 Learning new vocabulary in context
		Skill Area 13 - Vocabulary Acquisition (VA)	Skill 1 - VA01 Reading from a variety of genres
TN 8.1.11f - Read to build fluency.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 6 - OP06 Recognizing effect of reading practice on reading level
			Skill 12 - OP12 Accelerating reading growth
		Skill Area 3 - Reading Practice Quizzes (RPQ)	Skill 3 - RPQ03 Practicing reading with guidance and accountability
		Skill Area 6 - Other Reading Quizzes (ORQ)	Skill 4 - ORQ04 Practicing reading with guidance and accountability
		Skill Area 15 - Professional Development (PD) - Set up for Success	Skill 1 - PD07 Practicing reading daily in and outside of class

Standards List with Aligned Product Skills

Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 8, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 8.1.12 - Experience and explore the elements of various literary and media genres.			
TN 8.1.12a - Continue to read, view, and recognize various literary (e.g. novels, science fictions, plays, suspense, poetry, autobiographies/biographies, non-fiction of high interest) and media (e.g., music, films, videos, documentaries, the visual and performing arts) genres.			
TN 8.1.12b - Recognize and analyze the elements of various literary and media genres.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 15 - OP15 Engaging in literature-based reading Skill 18 - OP18 Choosing a variety of reading material
TN 8.1.12c - Explore the elements that determine types of fiction (e.g., suspense/mystery, comedy/humor, drama, historical fiction, romance, legends and myths).			
TN 8.1.12d - Identify and evaluate stated or implied themes and connect recurring themes to previously read materials and current readings.			
TN 8.1.12e - Evaluate how the author develops characters (e.g., through words, speech, action, thoughts, narrator, interaction, motivation) and evaluate whether the characters are stereotypical or realistic.	Product 1 - Accelerated Reader	Skill Area 3 - Reading Practice Quizzes (RPQ)	Skill 21 - RPQ21 Understanding characterization
		Skill Area 6 - Other Reading Quizzes (ORQ)	Skill 22 - ORQ22 Understanding characterization
		Skill Area 9 - Literacy Skills Quizzes - Literary Analysis (LA)	Skill 4 - LA04 Understanding Characterization
			Skill 6 - LA06 Understanding the Author's Craft
TN 8.1.12f - Evaluate words, phrases, and other devices used by authors to create mood to establish a tone.	Product 1 - Accelerated Reader	Skill Area 9 - Literacy Skills Quizzes - Literary Analysis (LA)	Skill 6 - LA06 Understanding the Author's Craft

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 8, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 8.1.12g - Determine the elements of the plot and trace them using graphic organizers (i.e. exposition, rising action, climax, falling action, resolution/denouement).	Product 1 - Accelerated Reader	Skill Area 3 - Reading Practice Quizzes (RPQ)	Skill 12 - RPQ12 Recognizing plot
		Skill Area 6 - Other Reading Quizzes (ORQ)	Skill 13 - ORQ13 Recognizing plot
		Skill Area 9 - Literacy Skills Quizzes - Literary Analysis (LA)	Skill 1 - LA01 Recognizing Plot
TN 8.1.12h - Distinguish among varying types of conflict (i.e., man v. man, man v. nature, man v. himself).			
TN 8.1.12i - Explore subplots in literary selections and films.	Product 1 - Accelerated Reader	Skill Area 3 - Reading Practice Quizzes (RPQ)	Skill 12 - RPQ12 Recognizing plot
		Skill Area 6 - Other Reading Quizzes (ORQ)	Skill 13 - ORQ13 Recognizing plot
		Skill Area 9 - Literacy Skills Quizzes - Literary Analysis (LA)	Skill 1 - LA01 Recognizing Plot
TN 8.1.12j - Compare and contrast between or among stories/events the elements of the plot.	Product 1 - Accelerated Reader	Skill Area 10 - Literacy Skills Quizzes - Inferential Comprehension (IC)	Skill 1 - IC01 Comparing and Contrasting
TN 8.1.12k - Determine the narrator's/author's point of view (i.e. first person, third person, limited or omniscient).			
TN 8.1.12l - Explore and explain how a story changes or an event is perceived if the point of view is changed.			
TN 8.1.12m - Summarize, paraphrase, and evaluate selected passages for discussion and/or written assignments or presentations.			
TN 8.1.12n - Make inferences about print and non-print text.	Product 1 - Accelerated Reader	Skill Area 10 - Literacy Skills Quizzes - Inferential Comprehension (IC)	Skill 3 - IC03 Making Inferences
TN 8.1.12o - Use deductive reasoning to facilitate and to extend understanding of texts.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 13 - OP13 Improving critical thinking

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 8, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
		Skill Area 10 - Literacy Skills Quizzes - Inferential Comprehension (IC)	Skill 2 - IC02 Drawing Conclusions
TN 8.1.12p - Determine the differences among non-fiction materials (e.g., letters, memoirs, diaries, journals, documentaries, autobiographies, biographies, and educational, informational and technical texts).			
TN 8.1.12q - Demonstrate knowledge of similes, metaphors, personification, symbolism, idioms, puns, hyperbole, flashback, foreshadowing, and irony.	Product 1 - Accelerated Reader	Skill Area 9 - Literacy Skills Quizzes - Literary Analysis (LA)	Skill 6 - LA06 Understanding the Author's Craft
		Skill Area 11 - Literacy Skills Quizzes - Constructing Meaning (CM)	Skill 1 - CM01 Deriving Word or Phrase Meaning
TN 8.1.12r - Explore the concept of allusion.			
TN 8.1.13 - Develop and sustain a motivation for reading.			
TN 8.1.13a - Visit libraries/media centers, book fairs, bookstores, and other print rich environments to explore books.			
TN 8.1.13b - Use personal criteria to select reading material (e.g., personal interest, knowledge of authors, text difficulty, text genres, recommendation of others).	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 4 - OP04 Matching book level to one's own reading level
			Skill 5 - OP05 Self-selecting appropriate books for success
			Skill 18 - OP18 Choosing a variety of reading material
			Skill 19 - OP19 Setting individual goals to increase reading comprehension
		Skill Area 15 - Professional Development (PD) - Set up for Success	Skill 3 - PD09 Selecting books to accelerate reading growth

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 8, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
			Skill 5 - PD11 Setting goals for quantity of reading practice and level of challenge(book level)
TN 8.1.13c - Read daily from self-selected materials.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 5 - OP05 Self-selecting appropriate books for success
		Skill Area 15 - Professional Development (PD) - Set up for Success	Skill 1 - PD07 Practicing reading daily in and outside of class
TN 8.1.13d - Relate literary experiences (e.g., book discussions, literary circles, writing, oral presentations, artistic expressions).			
TN 8.1.13e - Experience and develop an awareness of literature that reflects a diverse society.	Product 1 - Accelerated Reader	Skill Area 3 - Reading Practice Quizzes (RPQ)	Skill 11 - RPQ11 Understanding historical/cultural factors
		Skill Area 6 - Other Reading Quizzes (ORQ)	Skill 12 - ORQ12 Understanding historical/cultural factors
		Skill Area 9 - Literacy Skills Quizzes - Literary Analysis (LA)	Skill 5 - LA05 Understanding Historical/Cultural Factors
TN 8.1.13f - Maintain a personal reading list/or reading log/journal to reflect reading gains and accomplishments.	Product 1 - Accelerated Reader	Skill Area 15 - Professional Development (PD) - Set up for Success	Skill 5 - PD11 Setting goals for quantity of reading practice and level of challenge(book level)
		Skill Area 16 - Professional Development (PD) - Motivation	Skill 6 - PD25 Communicating regularly, student with the teacher, to monitor progress and set goals
- WRITING			
TN 2.0 - The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.			
TN 8.2.01 - Engage in prewriting, using a variety of strategies.			

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 8, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 8.2.01a - Continue to generate, focus, and organize ideas through brainstorming, literary models, and classroom discussions.			
TN 8.2.01b - Use print and non-print materials along with prior knowledge, content area knowledge, and personal experiences to provide background for writing.			
TN 8.2.01c - Continue to develop writing by using appropriate organizational strategies, including outlining and other graphic organizers, to produce a prewriting plan that leads to writing.			
TN 8.2.01d - Select, limit, and refine a topic.			
TN 8.2.01e - Determine appropriate audience (e.g., informal and formal audiences).			
TN 8.2.01f - Analyze purposes for writing (e.g., to inform, to describe, to explain, to persuade).			
TN 8.2.02 - Write for a variety of audiences and purposes.			
TN 8.2.02a - Determine the intended audience (e.g. private or public, informal or formal).			
TN 8.2.02b - Identify the mode, the usage level, and conventions for appropriate sharing of information with the selected audience.			
TN 8.2.02c - Continue to write competently in the narrative and descriptive modes.			
TN 8.2.02d - Write in the expository mode.			
TN 8.2.02e - Continue to write in response to expository prompts.			
TN 8.2.02f - Use the techniques of persuasive writing.			
TN 8.2.02g - Write personal reflections to situations, experiences, and events for self and others.			
TN 8.2.02h - Continue to produce original works of creative and imaginative writings.			

Standards List with Aligned Product Skills			
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Tennessee, English Language Arts, 2001, Grade 8, Curriculum Standards, produced by Tennessee Department of Education		Accelerated Reader	
Standard	Product Description	Skill Area Description	Skill Description
TN 8.2.02i - Continue to write to acquire knowledge (e.g., express, organize, and clarify thinking, take notes, synthesize information, enhance communication).			
TN 8.2.03 - Compose drafts of written works.			
TN 8.2.03a - Continue to use prewriting plan to guide the first draft.			
TN 8.2.03b - Continue to write and think freely while drafting.			
TN 8.2.03c - Evaluate the selection of mode based on purpose (i.e., descriptive, narrative, expository, and persuasive).			
TN 8.2.03d - Determine appropriate thesis statement.			
TN 8.2.03e - Present and support sufficient knowledge of topic to reflect background and understanding.			
TN 8.2.03f - Compose the draft with an introduction to engage audience interest, body paragraphs, and a strong conclusion that extends the thesis.			
TN 8.2.03g - Use precise language including active verbs, vivid words, colorful modifiers, figurative language, imagery, and experiment with incorporating allusion.			
TN 8.2.03h - Continue to develop sentences that are clear, varied, and appropriate to the audience.			
TN 8.2.04 - Show evidence of and determine appropriate revisions within the written draft.			
TN 8.2.04a - Revise writing to focus on purpose and audience.			
TN 8.2.04b - Evaluate and determine if word choices are appropriate for the target audience.			

Standards List with Aligned Product Skills

Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 8, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 8.2.04c - Evaluate and revise writing to focus on fluency of thought and coherence (e.g., sentences and paragraphs flow smoothly together, evidence of syntactic variety/varied sentence structures).			
TN 8.2.04d - Evaluate and determine the effectiveness of the organization of the written draft (e.g., chronological order or sequence maintained, creative introduction, appropriate thesis, supportive statements, and effective transitions).			
TN 8.2.04e - Evaluate and revise writing to insure consistent development of ideas (e.g., appropriate and logical reasoning, key ideas covered, evidence of support for ideas, examples used, supportive statistics).			
TN 8.2.04f - Analyze writing for clarity of thought.			
TN 8.2.05 - Include editing before the completion of finished work.			
TN 8.2.05a - Continue to edit for elements of language.			
TN 8.2.05b - Continue to proofread using prior knowledge and experience, reference materials, and technology.			
TN 8.2.05c - Continue to create readable documents.			
TN 8.2.05d - Use appropriate proofreading symbols.			
TN 8.2.06 - Evaluate own and others' writing.			
TN 8.2.06a - Continue to develop and use a rubric for evaluation.			
TN 8.2.06b - Continue to make appropriate suggestions for improvement, using the Tennessee state assessment rubric.			

Standards List with Aligned Product Skills

Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 8, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 8.2.06c - Continue to recognize the strengths, errors, and challenges in peers writing and make appropriate comments of praise and suggestions for improvement.			
TN 8.2.06d - Continue to evaluate improvements made in own work and others' work.			
TN 8.2.07 - Experience numerous publishing opportunities.			
TN 8.2.07a - Publish a final draft.			
TN 8.2.07b - Use multiple sources of technology to prepare and present work and to add photographs, graphs, tables, and/or illustrations to support the focus of the work.			
TN 8.2.07c - Identify opportunities for publication (e.g., local and national contests, Internet websites, newspaper/periodicals).			
TN 8.2.08 - Write in the expository mode.			
TN 8.2.08a - Continue to write in response to expository prompts, including frequent opportunities for timed writing.			
TN 8.2.08b - Continue to write frequently in the expository mode.			
TN 8.2.08c - State a well-developed, relevant thesis.			
TN 8.2.08d - Support thesis with elaboration, using supporting details, supporting examples and/or anecdotes.			
TN 8.2.08e - Analyze and select the most appropriate organizational format for an expository essay.			
TN 8.2.08f - Continue to use models of expository writing to enhance the writing process and further understanding of the expository mode.			
TN 8.2.08g - Analyze and select appropriate title that creatively and accurately reflects the topic.			

Standards List with Aligned Product Skills

Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 8, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 8.2.08h - Analyze writing for audience engaging introductory paragraphs and for strong and clinching concluding paragraphs.			
TN 8.2.08i - Continue to support and/or illustrate key ideas clearly.			
TN 8.2.08j - Incorporate varied expository structures (e.g., problem/solution, compare/contrast).			
TN 8.2.08k - Continue to apply the Tennessee state assessment rubric to an expository essay.			
TN 8.2.08l - Continue to demonstrate facility in the use of language.			
TN 8.2.09 - Write frequently across all content areas.			
TN 8.2.09a - Continue to produce a variety of creative works utilizing knowledge from the content areas (e.g., journals, magazines, poems, letters to the editor, dialogues between famous people, WebPages).			
TN 8.2.09b - Continue to produce a variety of technical works utilizing knowledge from the content areas (e.g., explanations of projects and problems, science experiment projects, demonstrations, editorials, documents).			
TN 8.2.09c - Continue to research topics and organize gathered information from the content areas into presentable documents.			
TN 8.2.09d - Continue to compose and respond to original questions and/or problems from all content areas.			
TN 8.2.09e - Continue to respond expressively and creatively to the arts, incorporating the arts into all content areas.			

Standards List with Aligned Product Skills

Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 8, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 8.2.09f - Continue to react and respond to content area information in creative ways (e.g., create graphic, non-print essays; write poems, create works of art).			
TN 8.2.09g - Enrich writing with information gathered from the various content areas (e.g., support literature with social studies ideas, math principles with art compositions).			
TN 8.2.10 - Write expressively in order to develop an effective writing style.			
TN 8.2.10a - Continue to view, read, and/or listen to examples of various writing styles.			
TN 8.2.10b - Demonstrate the use of vivid words (e.g., active verbs, figurative language, imagery, and explore using allusions).			
TN 8.2.10c - Analyze the use of sensory details, concrete examples, and anecdotes within works.			
TN 8.2.10d - Continue to use a variety of sentence structures.			
TN 8.2.10e - Analyze the effects of varied sentence structures.			
TN 8.2.10f - Select appropriate transitional devices.			
TN 8.2.10g - Continue to select appropriate transitional devices to enhance organization and unity of work.			
TN 8.2.10h - Explore tone as a way to develop a unique and consistent voice in original works.			
TN 8.2.11 - Write in response to literature.			
TN 8.2.11a - Continue to express ideas or opinions through creative responses to a variety of literary forms and genres.			
TN 8.2.11b - Analyze through writing an understanding of the elements of literature (e.g., plot, conflicts, setting, and characters).			

Standards List with Aligned Product Skills

Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 8, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 8.2.11c - Express ideas or opinions creatively through responses to a variety of literary forms.			
TN 8.2.11d - Continue to compare and contrast plots, conflicts, themes, and characters, from a variety of literary selections and genres.			
TN 8.2.11e - Write and develop creative, imaginative, and original responses to literature to enhance and to extend the literary experience (e.g. songs, dances, art, stories, puns, limericks, design memorials).			
TN 8.2.12 - Write in a variety of forms and genres.			
TN 8.2.12a - Write works of fiction in the descriptive or narrative modes (e.g., stories, scripts).			
TN 8.2.12b - Write poetry (e.g., haiku, bio-poem, limericks, ballads).			
TN 8.2.12c - Write biographical/autobiographical sketches, using specific actions, significant details, relevant dialogue, and anecdotes supported by citation of source information.			
TN 8.2.12d - Continue to write friendly and business letters.			
TN 8.2.12e - Write, share, and evaluate reflective pieces used to clarify thinking and to determine understanding.			
TN 8.2.12f - Write and recognize works of non-fiction.			
TN 8.2.12g - Write personal essays.			
TN 8.2.12h - Write text related to career development (e.g., job applications, business letters).			
TN 8.2.12i - Compose focused, concise, and accurate technical writing to instruct another in a multi-step process.			

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 8, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 8.2.12j - Analyze and assemble gathered information into a research paper or document.			
TN 8.2.12k - Write a persuasive paper with a clearly focused argument and relevant supporting details.			
TN 8.2.13 - Locate and analyze information to prepare written presentations or reports.			
TN 8.2.13a - Continue to use dictionaries, thesauruses and other word referenced materials.			
TN 8.2.13b - Continue to utilize resources available in the media center.			
TN 8.2.13c - Use interviews, surveys, polls, graphs, and illustrations in writing and presenting as support for research.			
TN 8.2.13d - Continue to use computer technology to find information, to create reports and presentations, and to support research.			
TN 8.2.13e - Continue to use examples and details collected from all available and reliable resources.			
TN 8.2.13f - Give credit for both quoted and paraphrased information in a bibliography.			
TN 8.2.13g - Evaluate Website sources for reliability.			
- ELEMENTS OF LANGUAGE			
TN 3.0 - The student will use standard English conventions and proper spelling as appropriate to speaking and writing.			
TN 8.3.01 - Demonstrate knowledge of standard English usage.			
TN 8.3.01a - Use nouns appropriately (e.g., predicate nouns, appositives).			

Standards List with Aligned Product Skills

Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 8, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 8.3.01b - Use verbs appropriately (e.g. agree with the subject in person and number, verbs that take objects, linking verbs with predicate nouns and adjectives; verb phrases; consistency in verb tense; regular and irregular verb forms; correct use of both simple and perfect tenses; proper use of active and passive voice, subjunctive mood).			
TN 8.3.01c - Use pronouns appropriately (e.g., use of proper pronoun case: objective, nominative, and possessive; pronoun-antecedent agreement).			
TN 8.3.01d - Use adjectives appropriately (e.g., correct comparative and superlative forms, predicate adjectives, adjective phrases and clauses).			
TN 8.3.01e - Use adverbs appropriately (e.g., correct comparative and superlative forms, adverb phrases and clauses, conjunctive adverbs).			
TN 8.3.01f - Use conjunctions appropriately (e.g., coordinating, correlative, and subordinating conjunctions to combine sentences and sentence elements).			
TN 8.3.01g - Use prepositions and prepositional phrases appropriately (e.g., recognize them as adjective or adverb modifiers and place properly within the sentence).			
TN 8.3.01h - Use interjections appropriately.			
TN 8.3.01i - Recognize and correct usage errors (e.g., subject/verb agreement, pronoun case, double negatives, comparative and superlative forms, troublesome word groups {where/were, which/that/who, who/whom}).			

Standards List with Aligned Product Skills

Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 8, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 8.3.01j - Compare regional differences in dialect, speech, and usage and explore reasons for those differences.			
TN 8.3.02 - Demonstrate knowledge of standard English mechanics.			
TN 8.3.02a - Continue the correct use of capitalization (e.g., titles, business letters, quotations, proper nouns and adjectives).			
TN 8.3.02b - Continue the correct use of commas (e.g., after introductory words, phrases, and clauses; to set off appositives and interrupters, before a coordinating conjunction joining independent clauses to form compound sentences); colons (e.g., business letters, before a long or formal quotation); semicolons (e.g., combining sentences, between items in a series of items already containing commas, before conjunctive adverbs); underlining and italicizing (e.g., titles, certain words, letters, figures, foreign words); quotation marks (e.g., to set off dialogue, around certain words, correct use with end marks); hyphens; and end marks.			
TN 8.3.02c - Continue to form both singular and plural possessives using apostrophes.			
TN 8.3.02d - Continue to write legibly.			
TN 8.3.03 - Demonstrate knowledge of standard English spelling.			
TN 8.3.03a - Spell high-frequency words correctly.			
TN 8.3.03b - Spell words correctly appropriate to grade level.			
TN 8.3.03c - Spell correctly words commonly used in content specific vocabulary.			
TN 8.3.03d - Recognize incorrectly spelled words within the context of sentences or phrases.			

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 8, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 8.3.03e - Spell correctly affixed words and use affixes as a spelling aid (e.g., happy+ness= happiness).			
TN 8.3.03f - Proofread and edit for spelling accuracy using appropriate strategies to confirm spelling and to correct errors.			
TN 8.3.03g - Spell correctly commonly used foreign words and expressions.			
TN 8.3.03h - Determine correct spelling of words utilizing electronic and print tools (e.g., spell check, dictionaries, word walls, charts).			
TN 8.3.03i - Maintain a consciousness toward correct spelling across the content areas.			
TN 8.3.04 - Demonstrate knowledge of correct sentence structure.			
TN 8.3.04a - Correct run-on sentences by using correct punctuation, forming separate sentences, using coordinating or subordinating clauses.			
TN 8.3.04b - Correct sentence fragments by supplying the missing sentence elements.			
TN 8.3.04c - Combine sentences using a variety of sentence combining strategies.			
TN 8.3.04d - Identify the subject and predicate of inverted order sentences.			
TN 8.3.04e - Use subordination, apposition, coordination, and appropriate phrases (prepositional, transitional) to indicate clear relationships within a sentence or paragraph.			
TN 8.3.04f - Recognize and use appropriately gerund and participial phrases.			

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 8, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 8.3.04g - Distinguish between clauses (independent and subordinate) and phrases (verb, adjective, adverb, appositive, prepositional, verbal).			

Standards List with Aligned Product Skills

Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, English 1 Grade 9, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
- WRITING			
TN WR 1.0 - The student will develop the structural and creative skills necessary to produce written language that can be read and interpreted by various audiences.			
TN WR 1.01 - Write to acquire knowledge, clarify thinking, synthesize information, improve study skills, gain confidence, and enhance lifelong communication.			
TN WR 1.02 - Write frequently for a variety of purposes such as narration, description, persuasion, exposition, and personal, creative expression.			
TN WR 1.03 - Identify and write for a variety of audiences.			
TN WR 1.04 - Recognize that language has several levels of usage determined by audience, purpose, and occasion.			
TN WR 1.05 - Approach writing tasks systematically and use elements of the writing process as appropriate.			
TN WR 1.06 - Practice a variety of prewriting activities to generate, focus and organize ideas.			
TN WR 1.07 - Use a variety of appropriate organizational strategies to develop writing on various topics.			
TN WR 1.08 - Develop organized writing containing focused, well-developed ideas.			
TN WR 1.09 - Demonstrate effective writing style by the use of vivid words, a variety of sentence structures, and appropriate transitions.			
TN WR 1.10 - Evaluate and revise writing to focus on purpose, organization, development, transitions, unity, and audience awareness.			

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, English 1 Grade 9, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN WR 1.11 - Recognize and demonstrate knowledge of standard English: usage, mechanics, spelling, and sentence structure.			
TN WR 1.12 - Identify and begin to use a variety of resources to revise and edit writing.			
TN WR 1.13 - Research information from various sources to prepare presentations or reports which use summarizing, paraphrasing, direct quotations, citation of sources, and bibliographic sources.			
TN WR 1.14 - Continue to respond actively and imaginatively to literature.			
TN WR 1.15 - Demonstrate an understanding of and respect for multicultural and ethnic diversity in language.			
- READING			
TN RE 1.0 - The student will develop the reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of the written text.			
TN RE 1.01 - Develop an understanding of and respect for multicultural, gender, and ethnic diversity in language use, patterns, and dialects.	Product 1 - Accelerated Reader	Skill Area 3 - Reading Practice Quizzes (RPQ)	Skill 11 - RPQ11 Understanding historical/cultural factors
		Skill Area 6 - Other Reading Quizzes (ORQ)	Skill 12 - ORQ12 Understanding historical/cultural factors
		Skill Area 9 - Literacy Skills Quizzes - Literary Analysis (LA)	Skill 5 - LA05 Understanding Historical/Cultural Factors
TN RE 1.02 - Discern reading strategies appropriate to text.			
TN RE 1.03 - Extend reading vocabulary.	Product 1 - Accelerated Reader	Skill Area 12 - Vocabulary Practice Quizzes (VPQ)	Skill 1 - VPQ01 Acquiring vocabulary by encountering words in context

Standards List with Aligned Product Skills

Agency Tag Set Name		Product Name	
Tennessee, English Language Arts, 2001, English 1 Grade 9, Curriculum Standards, produced by Tennessee Department of Education		Accelerated Reader	
Standard	Product Description	Skill Area Description	Skill Description
			Skill 2 - VPQ02 Learning new vocabulary in context
			Skill 3 - VPQ03 Identifying correct definitions for vocabulary words from books read
			Skill 4 - VPQ04 Reviewing missed words for mastery
		Skill Area 15 - Professional Development (PD) - Set up for Success	Skill 8 - PD14 Reviewing lists of book-specific vocabulary words before and during reading
			Skill 9 - PD15 Learning vocabulary with explicit, systematic supplemental vocabulary instruction
TN RE 1.04 - Use comprehension strategies to enhance understanding, to make predictions, and to respond to literature.	Product 1 - Accelerated Reader	Skill Area 10 - Literacy Skills Quizzes - Inferential Comprehension (IC)	Skill 5 - IC05 Making Predictions
		Skill Area 11 - Literacy Skills Quizzes - Constructing Meaning (CM)	Skill 3 - CM03 Identifying Reading Strategies
			Skill 5 - CM05 Responding to Literature
TN RE 1.05 - Improve comprehension by interpreting, analyzing, synthesizing, and evaluating written text.	Product 1 - Accelerated Reader	Skill Area 10 - Literacy Skills Quizzes - Inferential Comprehension (IC)	Skill 1 - IC01 Comparing and Contrasting
			Skill 2 - IC02 Drawing Conclusions
			Skill 3 - IC03 Making Inferences
			Skill 4 - IC04 Extending Meaning
			Skill 5 - IC05 Making Predictions
			Skill 6 - IC06 Recognizing Cause and Effect

Standards List with Aligned Product Skills

Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, English 1 Grade 9, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
		Skill Area 11 - Literacy Skills Quizzes - Constructing Meaning (CM)	Skill 5 - CM05 Responding to Literature
TN RE 1.06 - Use oral reading in individual and group presentations.			
TN RE 1.07 - Read independently for a variety of purposes.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 1 - OP01 Engaging in guided independent reading practice
			Skill 5 - OP05 Self-selecting appropriate books for success
			Skill 18 - OP18 Choosing a variety of reading material
		Skill Area 15 - Professional Development (PD) - Set up for Success	Skill 1 - PD07 Practicing reading daily in and outside of class
			Skill 2 - PD08 Reading independently with guidance
TN RE 1.08 - Use cognitive strategies to evaluate text critically.			
TN RE 1.09 - Develop skills in making inferences and recognizing unstated assumptions.	Product 1 - Accelerated Reader	Skill Area 10 - Literacy Skills Quizzes - Inferential Comprehension (IC)	Skill 3 - IC03 Making Inferences
TN RE 1.10 - Discern the purposes, main ideas, biases, points of view, and persuasive devices found in various texts.	Product 1 - Accelerated Reader	Skill Area 3 - Reading Practice Quizzes (RPQ)	Skill 16 - RPQ16 Identifying the main idea
		Skill Area 6 - Other Reading Quizzes (ORQ)	Skill 17 - ORQ17 Identifying the main idea
		Skill Area 11 - Literacy Skills Quizzes - Constructing Meaning (CM)	Skill 4 - CM04 Identifying Persuasive Language
			Skill 6 - CM06 Understanding the Main Idea
TN RE 1.11 - Interpret ideas, recognize logical relationships, and make judgments based on sufficient evidence.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 13 - OP13 Improving critical thinking

Standards List with Aligned Product Skills

Agency Tag Set Name		Product Name	
Tennessee, English Language Arts, 2001, English 1 Grade 9, Curriculum Standards, produced by Tennessee Department of Education		Accelerated Reader	
Standard	Product Description	Skill Area Description	Skill Description
		Skill Area 3 - Reading Practice Quizzes (RPQ)	Skill 17 - RPQ17 Understanding concepts and ideas
		Skill Area 6 - Other Reading Quizzes (ORQ)	Skill 18 - ORQ18 Understanding concepts and ideas
		Skill Area 10 - Literacy Skills Quizzes - Inferential Comprehension (IC)	Skill 2 - IC02 Drawing Conclusions
			Skill 3 - IC03 Making Inferences
			Skill 6 - IC06 Recognizing Cause and Effect
TN RE 1.12 - Select resource material in order to apply it effectively.			
TN RE 1.13 - Read, interpret, and respond in a variety of ways to various genres.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 1 - OP01 Engaging in guided independent reading practice
			Skill 5 - OP05 Self-selecting appropriate books for success
			Skill 15 - OP15 Engaging in literature-based reading
			Skill 18 - OP18 Choosing a variety of reading material
		Skill Area 3 - Reading Practice Quizzes (RPQ)	Skill 5 - RPQ05 Answering clarifying questions about what was read (Who, what, when, where, why, and how)
			Skill 6 - RPQ06 Demonstrating comprehension by identifying answers from a selection of possible answers
		Skill Area 6 - Other Reading Quizzes (ORQ)	Skill 6 - ORQ06 Answering clarifying questions about what was read (Who, what, when, where, why, and how)

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, English 1 Grade 9, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
			Skill 7 - ORQ07 Demonstrating comprehension by identifying answers from a selection of possible answers
		Skill Area 11 - Literacy Skills Quizzes - Constructing Meaning (CM)	Skill 5 - CM05 Responding to Literature
		Skill Area 13 - Vocabulary Acquisition (VA)	Skill 1 - VA01 Reading from a variety of genres
		Skill Area 15 - Professional Development (PD) - Set up for Success	Skill 2 - PD08 Reading independently with guidance
		Skill Area 16 - Professional Development (PD) - Motivation	Skill 11 - PD30 Reading textbooks and assigned reading for information
			Skill 12 - PD31 Reading magazine articles for information
TN RE 1.14 - Identify and interpret literary elements and figurative language.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 16 - OP16 Acquiring understanding of literary features
		Skill Area 9 - Literacy Skills Quizzes - Literary Analysis (LA)	Skill 6 - LA06 Understanding the Author's Craft
		Skill Area 11 - Literacy Skills Quizzes - Constructing Meaning (CM)	Skill 1 - CM01 Deriving Word or Phrase Meaning
TN RE 1.15 - Interact with text to form a personal interpretation.			
- VIEWING AND REPRESENTING			
TN VR 1.0 - The student will use, read, and view media/technology and analyze content and concepts accurately.			
TN VR 1.01 - Access and demonstrate multiple technological reference sources.			
TN VR 1.02 - Develop media applications for a variety of audiences and purposes.			

Standards List with Aligned Product Skills

Agency Tag Set Name		Product Name	
Tennessee, English Language Arts, 2001, English 1 Grade 9, Curriculum Standards, produced by Tennessee Department of Education		Accelerated Reader	
Standard	Product Description	Skill Area Description	Skill Description
TN VR 1.03 - Use media to view, to read, to write, to communicate, and to create.	Product 1 - Accelerated Reader	Skill Area 16 - Professional Development (PD) - Motivation	Skill 12 - PD31 Reading magazine articles for information
TN VR 1.04 - Analyze the impact of media on daily life.			
TN VR 1.05 - Research, organize, interpret, and present information from print and non-print media.			
TN VR 1.06 - Utilize multimedia to create, to display, and to explain information.			
TN VR 1.07 - Explore the advantages and limitations of the computer as a communication tool.			
TN VR 1.08 - Recognize the differences between using print and non-print media as a means of communication.			
TN VR 1.09 - Explain creative strategies used in the production of print and non-print media.			
- SPEAKING AND LISTENING			
TN SL 1.0 - The student will express ideas clearly and effectively in a variety of oral contexts and apply active listening skills in the analysis and evaluation of spoken ideas.			
TN SL 1.01 - Demonstrate skills in analysis, interpretation, and evaluation of literary works through spoken language.			
TN SL 1.02 - Demonstrate confidence and poise in various speaking situations.			
TN SL 1.03 - Follow and give oral directions.			
TN SL 1.04 - Utilize appropriate verbal and non-verbal feedback in a variety of situations.			
TN SL 1.05 - Demonstrate effective listening skills through note-taking.			
TN SL 1.06 - Demonstrate critical listening skills essential for comprehension and evaluation.			

Standards List with Aligned Product Skills

Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, English 1 Grade 9, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN SL 1.07 - Present oral summaries and/or analysis of material read or viewed.			
TN SL 1.08 - Engage in problem solving through group discussions.			
TN SL 1.09 - Present and support ideas/opinions in group discussions.			
TN SL 1.10 - Develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.			
TN SL 1.11 - Demonstrate appropriate language structure, tone and voice control in oral communication.			

Standards List with Aligned Product Skills

Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, English 2 Grade 10, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
- WRITING			
TN WR 1.0 - The student will develop the structural and creative skills necessary to produce written language that can be read and interpreted by various audiences.			
TN WR 1.01 - Write to acquire knowledge, clarify thinking, synthesize information, improve study skills, gain confidence, and promote lifelong communication.			
TN WR 1.02 - Write frequently for a variety of purposes including narration, description, persuasion, exposition, and personal, creative expression.			
TN WR 1.03 - Identify and write for a variety of audiences.			
TN WR 1.04 - Recognize that language has several levels of usage determined by audience, purpose and occasion.			
TN WR 1.05 - Approach writing tasks systematically and use elements of the writing process as appropriate.			
TN WR 1.06 - Practice a variety of prewriting activities to generate, focus and organize ideas.			
TN WR 1.07 - Use a variety of appropriate organizational strategies to develop writing on various topics.			
TN WR 1.08 - Develop organized pieces of writing containing focused, well-developed ideas.			
TN WR 1.09 - Demonstrate effective writing style by the use of vivid words, a variety of sentence structures, and appropriate transitions.			
TN WR 1.10 - Evaluate and revise writing to focus on purpose, organization, development, transitions, unity, and audience awareness.			

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, English 2 Grade 10, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN WR 1.11 - Recognize and demonstrate appropriate use of standard English: usage, mechanics and standard spelling, and sentence structure.			
TN WR 1.12 - Identify and use a variety of resources to revise and edit writing.			
TN WR 1.13 - Research information to prepare presentations or reports which use summarizing, paraphrasing, direct quotations, citation of sources, and bibliographic entries.			
TN WR 1.14 - Continue to respond actively and imaginatively to literature.			
TN WR 1.15 - Demonstrate an understanding of and respect for multicultural and ethnic diversity in language.			
- READING			
TN RE 1.0 - The student will develop the reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of the written text.			
TN RE 1.01 - Develop an understanding of and respect for multicultural, gender, and ethnic diversity in language use, patterns, and dialects.	Product 1 - Accelerated Reader	Skill Area 3 - Reading Practice Quizzes (RPQ)	Skill 11 - RPQ11 Understanding historical/cultural factors
		Skill Area 6 - Other Reading Quizzes (ORQ)	Skill 12 - ORQ12 Understanding historical/cultural factors
		Skill Area 9 - Literacy Skills Quizzes - Literary Analysis (LA)	Skill 5 - LA05 Understanding Historical/Cultural Factors
TN RE 1.02 - Discern reading strategies appropriate to text.			
TN RE 1.03 - Extend reading vocabulary.	Product 1 - Accelerated Reader	Skill Area 12 - Vocabulary Practice Quizzes (VPQ)	Skill 1 - VPQ01 Acquiring vocabulary by encountering words in context

Standards List with Aligned Product Skills			
Agency Tag Set Name		Product Name	
Tennessee, English Language Arts, 2001, English 2 Grade 10, Curriculum Standards, produced by Tennessee Department of Education		Accelerated Reader	
Standard	Product Description	Skill Area Description	Skill Description
			Skill 2 - VPQ02 Learning new vocabulary in context
			Skill 4 - VPQ04 Reviewing missed words for mastery
		Skill Area 15 - Professional Development (PD) - Set up for Success	Skill 8 - PD14 Reviewing lists of book-specific vocabulary words before and during reading
			Skill 9 - PD15 Learning vocabulary with explicit, systematic supplemental vocabulary instruction
TN RE 1.04 - Use comprehension strategies to enhance understanding, to make predictions, and to respond to literature.	Product 1 - Accelerated Reader	Skill Area 10 - Literacy Skills Quizzes - Inferential Comprehension (IC)	Skill 5 - IC05 Making Predictions
		Skill Area 11 - Literacy Skills Quizzes - Constructing Meaning (CM)	Skill 3 - CM03 Identifying Reading Strategies
			Skill 5 - CM05 Responding to Literature
TN RE 1.05 - Improve comprehension by interpreting, analyzing, synthesizing, and evaluating written text.	Product 1 - Accelerated Reader	Skill Area 10 - Literacy Skills Quizzes - Inferential Comprehension (IC)	Skill 1 - IC01 Comparing and Contrasting
			Skill 2 - IC02 Drawing Conclusions
			Skill 3 - IC03 Making Inferences
			Skill 4 - IC04 Extending Meaning
			Skill 5 - IC05 Making Predictions
			Skill 6 - IC06 Recognizing Cause and Effect
		Skill Area 11 - Literacy Skills Quizzes - Constructing Meaning (CM)	Skill 5 - CM05 Responding to Literature
TN RE 1.06 - Use oral reading in individual and group presentations.			

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, English 2 Grade 10, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN RE 1.07 - Read independently for a variety of purposes.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 1 - OP01 Engaging in guided independent reading practice
			Skill 5 - OP05 Self-selecting appropriate books for success
			Skill 8 - OP08 Building comprehension
			Skill 18 - OP18 Choosing a variety of reading material
		Skill Area 15 - Professional Development (PD) - Set up for Success	Skill 1 - PD07 Practicing reading daily in and outside of class
			Skill 2 - PD08 Reading independently with guidance
TN RE 1.08 - Use cognitive strategies to evaluate text critically.			
TN RE 1.09 - Develop skills in making inferences and recognizing unstated assumptions.	Product 1 - Accelerated Reader	Skill Area 10 - Literacy Skills Quizzes - Inferential Comprehension (IC)	Skill 3 - IC03 Making Inferences
TN RE 1.10 - Discern the purposes, main ideas, biases, points of view, and persuasive devices found in various texts.	Product 1 - Accelerated Reader	Skill Area 3 - Reading Practice Quizzes (RPQ)	Skill 16 - RPQ16 Identifying the main idea
		Skill Area 6 - Other Reading Quizzes (ORQ)	Skill 17 - ORQ17 Identifying the main idea
		Skill Area 11 - Literacy Skills Quizzes - Constructing Meaning (CM)	Skill 4 - CM04 Identifying Persuasive Language
			Skill 6 - CM06 Understanding the Main Idea
TN RE 1.11 - Interpret ideas, recognize logical relationships, and make judgments based on sufficient evidence.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 13 - OP13 Improving critical thinking
		Skill Area 3 - Reading Practice Quizzes (RPQ)	Skill 17 - RPQ17 Understanding concepts and ideas

Standards List with Aligned Product Skills

Agency Tag Set Name		Product Name	
Tennessee, English Language Arts, 2001, English 2 Grade 10, Curriculum Standards, produced by Tennessee Department of Education		Accelerated Reader	
Standard	Product Description	Skill Area Description	Skill Description
		Skill Area 6 - Other Reading Quizzes (ORQ)	Skill 18 - ORQ18 Understanding concepts and ideas
		Skill Area 10 - Literacy Skills Quizzes - Inferential Comprehension (IC)	Skill 1 - IC01 Comparing and Contrasting
			Skill 2 - IC02 Drawing Conclusions
			Skill 3 - IC03 Making Inferences
			Skill 6 - IC06 Recognizing Cause and Effect
TN RE 1.12 - Select, evaluate, and adapt resource material in order to apply it effectively.			
TN RE 1.13 - Read, interpret, and respond in a variety of ways to various genres.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 1 - OP01 Engaging in guided independent reading practice
			Skill 5 - OP05 Self-selecting appropriate books for success
			Skill 15 - OP15 Engaging in literature-based reading
			Skill 18 - OP18 Choosing a variety of reading material
		Skill Area 3 - Reading Practice Quizzes (RPQ)	Skill 5 - RPQ05 Answering clarifying questions about what was read (Who, what, when, where, why, and how)
			Skill 6 - RPQ06 Demonstrating comprehension by identifying answers from a selection of possible answers
		Skill Area 6 - Other Reading Quizzes (ORQ)	Skill 6 - ORQ06 Answering clarifying questions about what was read (Who, what, when, where, why, and how)

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, English 2 Grade 10, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
			Skill 7 - ORQ07 Demonstrating comprehension by identifying answers from a selection of possible answers
		Skill Area 11 - Literacy Skills Quizzes - Constructing Meaning (CM)	Skill 5 - CM05 Responding to Literature
		Skill Area 13 - Vocabulary Acquisition (VA)	Skill 1 - VA01 Reading from a variety of genres
		Skill Area 15 - Professional Development (PD) - Set up for Success	Skill 2 - PD08 Reading independently with guidance
		Skill Area 16 - Professional Development (PD) - Motivation	Skill 11 - PD30 Reading textbooks and assigned reading for information
			Skill 12 - PD31 Reading magazine articles for information
TN RE 1.14 - Identify and interpret literary elements and figurative language.	Product 1 - Accelerated Reader	Skill Area 9 - Literacy Skills Quizzes - Literary Analysis (LA)	Skill 3 - LA03 Understanding Literary Features
			Skill 6 - LA06 Understanding the Author's Craft
		Skill Area 11 - Literacy Skills Quizzes - Constructing Meaning (CM)	Skill 1 - CM01 Deriving Word or Phrase Meaning
TN RE 1.15 - Interact with text to form a personal interpretation.			
- VIEWING AND REPRESENTING			
TN VR 1.0 - The student will use, read, and view media/technology and analyze content and concepts accurately.			
TN VR 1.01 - Access and demonstrate multiple technological reference sources.			
TN VR 1.02 - Develop media applications for a variety of audiences and purposes.			

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, English 2 Grade 10, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN VR 1.03 - Use media to view, to read, to write, to communicate, and to create.	Product 1 - Accelerated Reader	Skill Area 16 - Professional Development (PD) - Motivation	Skill 12 - PD31 Reading magazine articles for information
TN VR 1.04 - Analyze the impact of media on daily life.			
TN VR 1.05 - Research, organize, interpret, and present information from print and non-print media.			
TN VR 1.06 - Utilize multimedia to create, to display, and to explain information.			
TN VR 1.07 - Explore the advantages and limitations of the computer as a communication tool.			
TN VR 1.08 - Examine the differences between using print and non-print media as a means of communication.			
TN VR 1.09 - Explain creative strategies used in the production of print and non-print media.			
- SPEAKING AND LISTENING			
TN SL 1.0 - The student will express ideas clearly and effectively in a variety of oral contexts and apply active listening skills in the analysis and evaluation of spoken ideas.			
TN SL 1.01 - Demonstrate skills in analysis, interpretation, and evaluation of literary works through spoken language.			
TN SL 1.02 - Demonstrate confidence and poise in various speaking situations.			
TN SL 1.03 - Demonstrate effective listening skills through note-taking.			
TN SL 1.04 - Demonstrate critical listening skills essential for comprehension and evaluation.			
TN SL 1.05 - Utilize appropriate volume, pitch, rate, diction, inflection, gestures, and body language to facilitate communication incorporating appropriate language structure.			

Standards List with Aligned Product Skills

Agency Tag Set Name		Product Name	
Tennessee, English Language Arts, 2001, English 2 Grade 10, Curriculum Standards, produced by Tennessee Department of Education		Accelerated Reader	
Standard	Product Description	Skill Area Description	Skill Description
TN SL 1.06 - Analyze audience and determine purpose in preparing oral presentations.			
TN SL 1.07 - Define and solve problems rationally and creatively through speaking, listening, and viewing.			
TN SL 1.08 - Utilize appropriate verbal and non-verbal feedback in a variety of situations.			

Standards List with Aligned Product Skills

Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2003, English 3 Grade 11, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
- WRITING			
TN 1.0 - The student will develop the structural and creative skills necessary to produce written language that can be read and interpreted by various audiences.			
TN 1.01 - Write to process knowledge, to clarify thinking, to synthesize and evaluate information , to improve study skills, to gain confidence, and to promote lifelong communication .			
TN 1.02 - Write frequently in various modes of discourse.			
TN 1.03 - Write for personal and imaginative expression.			
TN 1.04 - Use a variety of strategies for business purposes.			
TN 1.05 - Identify and write for a variety of audiences.			
TN 1.06 - Recognize that language has several levels of diction determined by audience, purpose , and occasion.			
TN 1.07 - Apply appropriate elements of the writing process: prewriting, drafting, revising , editing, and publishing.			
TN 1.08 - Use a variety of prewriting activities to generate, focus, and organize ideas.			
TN 1.09 - Construct coherent writing, maintaining a clear focus, well-developed ideas, syntactic variety, and effective transitions.			
TN 1.10 - Develop an effective writing style by the use of appropriate voices, diction, syntactic variety, and tone.			
TN 1.11 - Evaluate and revise writing to focus on purpose, organization, development, and style.			
TN 1.12 - Edit writing to correct errors..			
TN 1.13 - Apply effective research skills.			
TN 1.14 - Avoid plagiarism by correctly using sources.			

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2003, English 3 Grade 11, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 1.15 - Research various sources to present information in a variety of formats.			
TN 1.16 - Develop personal, imaginative, and analytical responses to literature.			
TN 1.17 - Develop an ongoing awareness of personal writing growth through comparison of drafts, paragraphs of analysis, and letters of reflection.			
- READING			
TN 2.0 - The student will develop the reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of the written text.			
TN 2.01 - Develop an understanding of and respect for cultural, gender, and ethnic diversity in language use, patterns, and dialects.	Product 1 - Accelerated Reader	Skill Area 3 - Reading Practice Quizzes (RPQ)	Skill 11 - RPQ11 Understanding historical/cultural factors
		Skill Area 6 - Other Reading Quizzes (ORQ)	Skill 12 - ORQ12 Understanding historical/cultural factors
		Skill Area 9 - Literacy Skills Quizzes - Literary Analysis (LA)	Skill 5 - LA05 Understanding Historical/Cultural Factors
TN 2.02 - Extend reading vocabulary.	Product 1 - Accelerated Reader	Skill Area 12 - Vocabulary Practice Quizzes (VPQ)	Skill 1 - VPQ01 Acquiring vocabulary by encountering words in context
			Skill 2 - VPQ02 Learning new vocabulary in context
			Skill 4 - VPQ04 Reviewing missed words for mastery
		Skill Area 15 - Professional Development (PD) - Set up for Success	Skill 8 - PD14 Reviewing lists of book-specific vocabulary words before and during reading

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2003, English 3 Grade 11, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
			Skill 9 - PD15 Learning vocabulary with explicit, systematic supplemental vocabulary instruction
TN 2.03 - Utilize a variety of interactive reading strategies appropriate to text.			
TN 2.04 - Reflect on strategies used by the reader to make meaning from text.	Product 1 - Accelerated Reader	Skill Area 14 - Professional Development (PD) - Measurement	Skill 3 - PD03 Monitoring comprehension
			Skill 4 - PD04 Monitoring comprehension on assigned reading materials
		Skill Area 15 - Professional Development (PD) - Set up for Success	Skill 12 - PD18 Identifying reading strengths and needs
TN 2.05 - Increase fluency in oral reading.			
TN 2.06 - Read independently for a variety of purposes.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 1 - OP01 Engaging in guided independent reading practice
			Skill 5 - OP05 Self-selecting appropriate books for success
			Skill 8 - OP08 Building comprehension
			Skill 18 - OP18 Choosing a variety of reading material
		Skill Area 15 - Professional Development (PD) - Set up for Success	Skill 1 - PD07 Practicing reading daily in and outside of class
			Skill 2 - PD08 Reading independently with guidance
TN 2.07 - Analyze the use of figurative language in various texts.	Product 1 - Accelerated Reader	Skill Area 11 - Literacy Skills Quizzes - Constructing Meaning (CM)	Skill 1 - CM01 Deriving Word or Phrase Meaning

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2003, English 3 Grade 11, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 2.08 - Analyze the impact of literary elements in various texts.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 16 - OP16 Acquiring understanding of literary features
		Skill Area 9 - Literacy Skills Quizzes - Literary Analysis (LA)	Skill 6 - LA06 Understanding the Author's Craft
TN 2.09 - Analyze persuasive devices found in various texts.	Product 1 - Accelerated Reader	Skill Area 11 - Literacy Skills Quizzes - Constructing Meaning (CM)	Skill 4 - CM04 Identifying Persuasive Language
TN 2.10 - Read to interpret ideas, recognize relationships, and make judgments.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 13 - OP13 Improving critical thinking
		Skill Area 3 - Reading Practice Quizzes (RPQ)	Skill 17 - RPQ17 Understanding concepts and ideas
		Skill Area 6 - Other Reading Quizzes (ORQ)	Skill 18 - ORQ18 Understanding concepts and ideas
		Skill Area 10 - Literacy Skills Quizzes - Inferential Comprehension (IC)	Skill 1 - IC01 Comparing and Contrasting
			Skill 2 - IC02 Drawing Conclusions
			Skill 3 - IC03 Making Inferences
			Skill 4 - IC04 Extending Meaning
			Skill 5 - IC05 Making Predictions
			Skill 6 - IC06 Recognizing Cause and Effect
		Skill Area 11 - Literacy Skills Quizzes - Constructing Meaning (CM)	Skill 3 - CM03 Identifying Reading Strategies
TN 2.11 - Recognize the influence of an author's background and experience on literary work.	Product 1 - Accelerated Reader	Skill Area 3 - Reading Practice Quizzes (RPQ)	Skill 11 - RPQ11 Understanding historical/cultural factors
		Skill Area 6 - Other Reading Quizzes (ORQ)	Skill 12 - ORQ12 Understanding historical/cultural factors

Standards List with Aligned Product Skills

Agency Tag Set Name		Product Name	
Tennessee, English Language Arts, 2003, English 3 Grade 11, Curriculum Standards, produced by Tennessee Department of Education		Accelerated Reader	
Standard	Product Description	Skill Area Description	Skill Description
		Skill Area 9 - Literacy Skills Quizzes - Literary Analysis (LA)	Skill 5 - LA05 Understanding Historical/Cultural Factors
TN 2.12 - Consult resource materials to increase understanding of the text.			
TN 2.13 - Respond to reading selections by making connections.	Product 1 - Accelerated Reader	Skill Area 10 - Literacy Skills Quizzes - Inferential Comprehension (IC)	Skill 3 - IC03 Making Inferences
			Skill 4 - IC04 Extending Meaning
- VIEWING AND REPRESENTING			
TN 3.0 - The student will use, read, and view media/technology and analyze content and concepts accurately.			
TN 3.01 - Access and demonstrate multiple technological reference sources.			
TN 3.02 - Use media for a variety of audiences and purposes: to view, to experience, to read, to write, to communicate.	Product 1 - Accelerated Reader	Skill Area 16 - Professional Development (PD) - Motivation	Skill 12 - PD31 Reading magazine articles for information
TN 3.03 - Evaluate the impact of media on daily life.			
TN 3.04 - Evaluate varied media resources and information for accuracy and reliability.			
TN 3.05 - Develop research and analytical skills by using print and non-print media.			
TN 3.06 - Utilize media to create, display, and explain information.			
TN 3.07 - Evaluate the differences between using print and non-print media as means of communication.			
TN 3.08 - Explore production elements used in print and non-print media.			
- SPEAKING AND LISTENING			

Standards List with Aligned Product Skills

Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2003, English 3 Grade 11, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 4.0 - The student will express ideas clearly and effectively in a variety of oral contexts and apply active listening skills in the analysis and evaluation of spoken ideas.			
TN 4.01 - Use and/or demonstrate an understanding of effective communications skills in a variety of speaking situations.			
TN 4.02 - Conduct pertinent research for oral presentation(s).			
TN 4.03 - Consider and evaluate the perceptions of speakers and listeners.			
TN 4.04 - Adjust the level of language usage to the audience and purpose.			
TN 4.05 - Evaluate a variety of oral presentations.			
TN 4.06 - Improve critical listening skills essential for comprehension.			
TN 4.07 - Recognize the effects and implications of various dialects.			

Standards List with Aligned Product Skills			
Agency Tag Set Name		Product Name	
Tennessee, English Language Arts, 2003, English 4 Grade 12, Curriculum Standards, produced by Tennessee Department of Education		Accelerated Reader	
Standard	Product Description	Skill Area Description	Skill Description
- WRITING			
TN 1.0 - The student will develop the structural and creative skills necessary to produce written language that can be read and interpreted by various audiences.			
TN 1.01 - Write to process knowledge, clarify thinking, synthesize and evaluate information, improve study skills, gain confidence, and promote lifelong communication.			
TN 1.02 - Write frequently for a variety of purposes.			
TN 1.03 - Write for personal and imaginative expression.			
TN 1.04 - Use a variety of strategies for personal and business applications such as memos, resumes, letters, applications, proposals, and technical instructions.			
TN 1.05 - Identify and write for a variety of audiences.			
TN 1.06 - Recognize that language has several levels of diction determined by audience, purpose, and occasion.			
TN 1.07 - Approach writing tasks systematically by using steps in the writing process: prewriting, drafting, revising, editing, and publishing.			
TN 1.08 - Practice a variety of prewriting activities to generate, focus, and organize ideas.			
TN 1.09 - Develop and support a thesis statement.			
TN 1.10 - Construct coherent writing, maintaining a clear focus, well-developed ideas, syntactic variety, and effective transitions.			
TN 1.11 - Demonstrate effective writing style by the use of appropriate voice, word choice, and tone.			

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2003, English 4 Grade 12, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 1.12 - Evaluate and revise writing to focus on purpose, organization, development, and style.			
TN 1.13 - Edit writing to correct errors.			
TN 1.14 - Apply effective research skills.			
TN 1.15 - Avoid plagiarism by using sources correctly.			
TN 1.16 - Research various sources to present information in a variety of formats.			
TN 1.17 - Develop personal, imaginative, and analytical responses to literature.			
TN 1.18 - Develop an ongoing awareness of personal writing growth through comparison of drafts, paragraphs of analysis, and letters of reflection.			
- READING			
TN 2.0 - The student will develop the reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of the written text.			
TN 2.01 - Develop an understanding of and respect for multicultural, gender, and ethnic diversity in language use, patterns, and dialects, as well as for the development of the English language.	Product 1 - Accelerated Reader	Skill Area 3 - Reading Practice Quizzes (RPQ)	Skill 11 - RPQ11 Understanding historical/cultural factors
		Skill Area 6 - Other Reading Quizzes (ORQ)	Skill 12 - ORQ12 Understanding historical/cultural factors
		Skill Area 9 - Literacy Skills Quizzes - Literary Analysis (LA)	Skill 5 - LA05 Understanding Historical/Cultural Factors
TN 2.02 - Extend reading vocabulary.	Product 1 - Accelerated Reader	Skill Area 12 - Vocabulary Practice Quizzes (VPQ)	Skill 1 - VPQ01 Acquiring vocabulary by encountering words in context
			Skill 2 - VPQ02 Learning new vocabulary in context

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2003, English 4 Grade 12, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
			Skill 4 - VPQ04 Reviewing missed words for mastery
		Skill Area 15 - Professional Development (PD) - Set up for Success	Skill 8 - PD14 Reviewing lists of book-specific vocabulary words before and during reading
			Skill 9 - PD15 Learning vocabulary with explicit, systematic supplemental vocabulary instruction
TN 2.03 - Utilize a variety of interactive reading strategies appropriate to text.			
TN 2.04 - Improve comprehension by interpreting, analyzing, synthesizing, and evaluating written text.	Product 1 - Accelerated Reader	Skill Area 10 - Literacy Skills Quizzes - Inferential Comprehension (IC)	Skill 1 - IC01 Comparing and Contrasting
			Skill 2 - IC02 Drawing Conclusions
			Skill 3 - IC03 Making Inferences
			Skill 4 - IC04 Extending Meaning
			Skill 5 - IC05 Making Predictions
			Skill 6 - IC06 Recognizing Cause and Effect
		Skill Area 11 - Literacy Skills Quizzes - Constructing Meaning (CM)	Skill 5 - CM05 Responding to Literature
TN 2.05 - Reflect on strategies used by the reader to make meaning from text.	Product 1 - Accelerated Reader	Skill Area 14 - Professional Development (PD) - Measurement	Skill 3 - PD03 Monitoring comprehension
			Skill 4 - PD04 Monitoring comprehension on assigned reading materials
		Skill Area 15 - Professional Development (PD) - Set up for Success	Skill 12 - PD18 Identifying reading strengths and needs

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2003, English 4 Grade 12, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 2.06 - Increase fluency in oral reading.			
TN 2.07 - Read independently for a variety of purposes.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 1 - OP01 Engaging in guided independent reading practice
			Skill 5 - OP05 Self-selecting appropriate books for success
			Skill 8 - OP08 Building comprehension
			Skill 18 - OP18 Choosing a variety of reading material
		Skill Area 15 - Professional Development (PD) - Set up for Success	Skill 1 - PD07 Practicing reading daily in and outside of class
			Skill 2 - PD08 Reading independently with guidance
TN 2.08 - Determine the effectiveness of figurative language in various texts.			
TN 2.09 - Determine the impact of literary elements on texts.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 16 - OP16 Acquiring understanding of literary features
		Skill Area 9 - Literacy Skills Quizzes - Literary Analysis (LA)	Skill 6 - LA06 Understanding the Author's Craft
TN 2.10 - Analyze persuasive devices found in various texts.	Product 1 - Accelerated Reader	Skill Area 11 - Literacy Skills Quizzes - Constructing Meaning (CM)	Skill 4 - CM04 Identifying Persuasive Language
TN 2.11 - Interpret ideas, recognize logical relationships, and make judgments based on sufficient evidence.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 13 - OP13 Improving critical thinking
		Skill Area 3 - Reading Practice Quizzes (RPQ)	Skill 17 - RPQ17 Understanding concepts and ideas
		Skill Area 6 - Other Reading Quizzes (ORQ)	Skill 18 - ORQ18 Understanding concepts and ideas
		Skill Area 10 - Literacy Skills Quizzes - Inferential Comprehension (IC)	Skill 1 - IC01 Comparing and Contrasting

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2003, English 4 Grade 12, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
			Skill 2 - IC02 Drawing Conclusions
			Skill 3 - IC03 Making Inferences
			Skill 4 - IC04 Extending Meaning
			Skill 5 - IC05 Making Predictions
			Skill 6 - IC06 Recognizing Cause and Effect
		Skill Area 11 - Literacy Skills Quizzes - Constructing Meaning (CM)	Skill 3 - CM03 Identifying Reading Strategies
TN 2.12 - Recognize the influence of an author's background, biases, gender, environment, and experience on a literary work.	Product 1 - Accelerated Reader	Skill Area 3 - Reading Practice Quizzes (RPQ)	Skill 11 - RPQ11 Understanding historical/cultural factors
		Skill Area 6 - Other Reading Quizzes (ORQ)	Skill 12 - ORQ12 Understanding historical/cultural factors
		Skill Area 9 - Literacy Skills Quizzes - Literary Analysis (LA)	Skill 5 - LA05 Understanding Historical/Cultural Factors
TN 2.13 - Consult resource materials to increase understanding of text.			
TN 2.14 - Read, respond to, and interpret print and nonprint text.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 1 - OP01 Engaging in guided independent reading practice
			Skill 5 - OP05 Self-selecting appropriate books for success
			Skill 15 - OP15 Engaging in literature-based reading
			Skill 18 - OP18 Choosing a variety of reading material
		Skill Area 10 - Literacy Skills Quizzes - Inferential Comprehension (IC)	Skill 1 - IC01 Comparing and Contrasting
			Skill 2 - IC02 Drawing Conclusions

Standards List with Aligned Product Skills			
Agency Tag Set Name		Product Name	
Tennessee, English Language Arts, 2003, English 4 Grade 12, Curriculum Standards, produced by Tennessee Department of Education		Accelerated Reader	
Standard	Product Description	Skill Area Description	Skill Description
			Skill 3 - IC03 Making Inferences
			Skill 4 - IC04 Extending Meaning
			Skill 5 - IC05 Making Predictions
			Skill 6 - IC06 Recognizing Cause and Effect
		Skill Area 11 - Literacy Skills Quizzes - Constructing Meaning (CM)	Skill 5 - CM05 Responding to Literature
		Skill Area 15 - Professional Development (PD) - Set up for Success	Skill 2 - PD08 Reading independently with guidance
TN 2.15 - Respond to reading selections by making connections.	Product 1 - Accelerated Reader	Skill Area 10 - Literacy Skills Quizzes - Inferential Comprehension (IC)	Skill 3 - IC03 Making Inferences
			Skill 4 - IC04 Extending Meaning
- VIEWING AND REPRESENTING			
TN 3.0 - The student will use, read, and view media/technology and analyze content and concepts accurately.			
TN 3.01 - Access and demonstrate multiple technological reference sources.			
TN 3.02 - Use media for a variety of audiences and purposes: to view, to experience, to read, to write, to communicate.	Product 1 - Accelerated Reader	Skill Area 16 - Professional Development (PD) - Motivation	Skill 12 - PD31 Reading magazine articles for information
TN 3.03 - Use and evaluate media in order to disseminate information.			
TN 3.04 - Evaluate varied media resources and information for accuracy, validity, and reliability.			
TN 3.05 - Research, interpret, critique, and present information from print and nonprint media.			
TN 3.06 - Utilize multimedia to create, to display, to explain, and to evaluate information.			

Standards List with Aligned Product Skills

Agency Tag Set Name		Product Name	
Tennessee, English Language Arts, 2003, English 4 Grade 12, Curriculum Standards, produced by Tennessee Department of Education		Accelerated Reader	
Standard	Product Description	Skill Area Description	Skill Description
TN 3.07 - Evaluate production elements used in print and nonprint media.			
TN 3.08 - Use graphics for the purpose of interpreting, clarifying and communicating information.			
- SPEAKING AND LISTENING			
TN 4.0 - The student will express ideas clearly and effectively in a variety of oral contexts and apply active listening skills in the analysis and evaluation of spoken ideas.			
TN 4.01 - Use and/or demonstrate an understanding of appropriate volume, pitch, rate, diction, inflection, gestures, and body language to facilitate confident communication in a variety of speaking situations.			
TN 4.02 - Demonstrate effective interpersonal skills in group discussions.			
TN 4.03 - Use pertinent research for oral presentations.			
TN 4.04 - Evaluate viewpoints, judgments, and expectations from the perspectives of both speakers and listeners.			
TN 4.05 - Recognize various dialects and their implications, demonstrating their appropriate use based on purposes and audiences.			
TN 4.06 - Adjust the level of language usage (grammar, content, style, vocabulary) to the audience and the purpose.			
TN 4.07 - Evaluate a variety of oral presentations.			
TN 4.08 - Demonstrate critical listening skills essential for comprehension and evaluation.			
TN 4.09 - Define and solve problems rationally and creatively through speaking, listening, and viewing.			

Standards List with Aligned Product Skills

Agency Tag Set Name		Product Name	
Tennessee, English Language Arts, 2003, English 4 Grade 12, Curriculum Standards, produced by Tennessee Department of Education		Accelerated Reader	
Standard	Product Description	Skill Area Description	Skill Description
TN 4.10 - Recognize the effects and implications of various dialects.			
TN 4.11 - Present a position and/or opinion clearly and persuasively by citing sources of information/research.			

APPENDIX C

Vernier Lab Pro Standards Correlation

Vernier Lab Pro Standards Correlation

Middle School Science

Tennessee Performance Indicators State			
Experiment		State Correlation	
1	<u>A Hot Hand</u>	5.4.spi.1Grades: 5	read temperature using Fahrenheit and Celsius scales;
		5.4.spi.5Grades: 5	select appropriate standard units to measure length, perimeter, area, capacity, volume, weight, time, temperature, and angles;
2	<u>Heating of Land and Water</u>	5.4.spi.1Grades: 5	read temperature using Fahrenheit and Celsius scales;
		5.4.spi.5Grades: 5	select appropriate standard units to measure length, perimeter, area, capacity, volume, weight, time, temperature, and angles;
3	<u>The Greenhouse Effect</u>	5.4.spi.1Grades: 5	read temperature using Fahrenheit and Celsius scales;
		5.4.spi.5Grades: 5	select appropriate standard units to measure length, perimeter, area, capacity, volume, weight, time, temperature, and angles;
4	<u>Relative Humidity</u>	5.4.spi.1Grades: 5	read temperature using Fahrenheit and Celsius scales;
		5.4.spi.5Grades: 5	select appropriate standard units to measure length, perimeter, area, capacity, volume, weight, time, temperature, and angles;
6	<u>Absorption of Radiant Energy</u>	5.4.spi.1Grades: 5	read temperature using Fahrenheit and Celsius scales;
		5.4.spi.5Grades: 5	select appropriate standard units to measure length, perimeter, area, capacity, volume, weight, time, temperature, and angles;
		6.14.spi.4Grades: 6	select examples of refraction, reflection, and absorption of light.
		6.5.spi.7Grades:	connect data sets and their graphical

		6	representations (i.e., bar graphs, circle, graphs, and stem-and-leaf plots);
		7.5.spi.7Grades: 7	connect data sets and their graphical representation (i.e., bar graphs, stem-and-leaf plots, box plots, and scatterplots);
		SPI 0706.5.1Grades: 7	Interpret and employ various graphs and charts to represent data.
		SPI 0706.5.2Grades: 7	Select suitable graph types (such as bar graphs, histograms, line graphs, circle graphs, box-and-whisker plots, and stem-and-leaf plots) and use them to create accurate representations of given data.
7	<u>Reflectivity of Light</u>	5.12.spi.4Grades: 5	determine the appropriate metric unit of measurement for specific properties of matter.
		6.14.spi.4Grades: 6	select examples of refraction, reflection, and absorption of light.
		7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
8	<u>Schoolyard Study</u>	5.4.spi.1Grades: 5	read temperature using Fahrenheit and Celsius scales;
		5.4.spi.5Grades: 5	select appropriate standard units to measure length, perimeter, area, capacity, volume, weight, time, temperature, and angles;
9	<u>A Good Sock</u>	5.4.spi.1Grades: 5	read temperature using Fahrenheit and Celsius scales;
		5.4.spi.5Grades: 5	select appropriate standard units to measure length, perimeter, area, capacity, volume, weight, time, temperature, and angles;
		5.5.spi.1Grades: 5	represent data using bar graphs and pictographs;
		6.5.spi.2Grades: 6	interpret bar and line graphs to answer questions and solve real-world problems;
		7.5.spi.1Grades: 7	interpret bar and line graphs to answer questions and solve real-world problems.
10	<u>What Causes the</u>	6.7.spi.6Grades: 6	select the diagram that reflects the earth/sun

	<u>Seasons?</u>		relationship that accounts for the four seasons.
11	<u>Solar Homes</u>	6.14.spi.1Grades: 6	predict the direction of heat flow between objects.
13	<u>Boiling Temperature of Water</u>	5.12.spi.4Grades: 5	determine the appropriate metric unit of measurement for specific properties of matter.
		6.5.spi.7Grades: 6	connect data sets and their graphical representations (i.e., bar graphs, circle, graphs, and stem-and-leaf plots);
		7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
		7.5.spi.7Grades: 7	connect data sets and their graphical representation (i.e., bar graphs, stem-and-leaf plots, box plots, and scatterplots);
		SPI 0706.5.1Grades: 7	Interpret and employ various graphs and charts to represent data.
		SPI 0706.5.2Grades: 7	Select suitable graph types (such as bar graphs, histograms, line graphs, circle graphs, box-and-whisker plots, and stem-and-leaf plots) and use them to create accurate representations of given data.
14	<u>Freezing and Melting of Water</u>	5.4.spi.1Grades: 5	read temperature using Fahrenheit and Celsius scales;
		5.4.spi.5Grades: 5	select appropriate standard units to measure length, perimeter, area, capacity, volume, weight, time, temperature, and angles;
		6.5.spi.7Grades: 6	connect data sets and their graphical representations (i.e., bar graphs, circle, graphs, and stem-and-leaf plots);
		7.5.spi.7Grades: 7	connect data sets and their graphical representation (i.e., bar graphs, stem-and-leaf plots, box plots, and scatterplots);
		SPI 0706.5.1Grades: 7	Interpret and employ various graphs and charts to represent data.
		SPI 0706.5.2Grades:	Select suitable graph types (such as bar graphs, histograms, line graphs, circle graphs, box-

		7	and-whisker plots, and stem-and-leaf plots) and use them to create accurate representations of given data.
15	<u>How Low Can You Go?</u>	5.12.spi.3Grades: 5	recognize how temperature is associated with a change in the state of matter.
15B	<u>Ziplock Ice Cream</u>	5.12.spi.3Grades: 5	recognize how temperature is associated with a change in the state of matter.
		5.12.spi.4Grades: 5	determine the appropriate metric unit of measurement for specific properties of matter.
		5.4.spi.1Grades: 5	read temperature using Fahrenheit and Celsius scales;
		5.4.spi.5Grades: 5	select appropriate standard units to measure length, perimeter, area, capacity, volume, weight, time, temperature, and angles;
		7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
16	<u>A Good Cold Pack</u>	5.12.spi.3Grades: 5	recognize how temperature is associated with a change in the state of matter.
		5.4.spi.1Grades: 5	read temperature using Fahrenheit and Celsius scales;
		5.4.spi.5Grades: 5	select appropriate standard units to measure length, perimeter, area, capacity, volume, weight, time, temperature, and angles;
		8.13.spi.5Grades: 8	classify a reaction is exothermic or endothermic.
17	<u>Lemon "Juice"</u>	5.12.spi.4Grades: 5	determine the appropriate metric unit of measurement for specific properties of matter.
		7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
18	<u>Get a Grip!</u>	5.12.spi.4Grades: 5	determine the appropriate metric unit of measurement for specific properties of matter.
		7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width,

			height), temperature.)
19	<u>Fun with Pressure</u>	5.12.spi.4Grades: 5	determine the appropriate metric unit of measurement for specific properties of matter.
		7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
20	<u>Water Hardness Study</u>	5.12.spi.4Grades: 5	determine the appropriate metric unit of measurement for specific properties of matter.
		7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
21	<u>Diffusion: How Fast?</u>	5.12.spi.4Grades: 5	determine the appropriate metric unit of measurement for specific properties of matter.
		7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
22	<u>A Water Field Study</u>	5.13.spi.3Grades: 5	identify a substance as an acid (i.e., vinegar or lemon juice) or a base (i.e., soap or baking soda).
		5.4.spi.1Grades: 5	read temperature using Fahrenheit and Celsius scales;
		5.4.spi.5Grades: 5	select appropriate standard units to measure length, perimeter, area, capacity, volume, weight, time, temperature, and angles;
		8.13.spi.2Grades: 8	identify a substance as an acid or a base, given its pH.
23	<u>Cooling Rates: Shaq vs. Susie</u>	5.4.spi.1Grades: 5	read temperature using Fahrenheit and Celsius scales;
		5.4.spi.5Grades: 5	select appropriate standard units to measure length, perimeter, area, capacity, volume, weight, time, temperature, and angles;
24	<u>Yeast Beasts in Action</u>	5.12.spi.4Grades: 5	determine the appropriate metric unit of measurement for specific properties of matter.
		5.13.spi.3Grades: 5	identify a substance as an acid (i.e., vinegar or lemon juice) or a base (i.e., soap or baking

			soda).
		7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
		8.13.spi.2Grades: 8	identify a substance as an acid or a base, given its pH.
25	<u>Heart Rate and Body Position</u>	5.12.spi.4Grades: 5	determine the appropriate metric unit of measurement for specific properties of matter.
		6.5.spi.7Grades: 6	connect data sets and their graphical representations (i.e., bar graphs, circle, graphs, and stem-and-leaf plots);
		7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
		7.5.spi.7Grades: 7	connect data sets and their graphical representation (i.e., bar graphs, stem-and-leaf plots, box plots, and scatterplots);
		SPI 0706.5.1Grades: 7	Interpret and employ various graphs and charts to represent data.
		SPI 0706.5.2Grades: 7	Select suitable graph types (such as bar graphs, histograms, line graphs, circle graphs, box-and-whisker plots, and stem-and-leaf plots) and use them to create accurate representations of given data.
26	<u>Heart Rate and Exercise</u>	5.12.spi.4Grades: 5	determine the appropriate metric unit of measurement for specific properties of matter.
		6.5.spi.7Grades: 6	connect data sets and their graphical representations (i.e., bar graphs, circle, graphs, and stem-and-leaf plots);
		7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
		7.5.spi.7Grades: 7	connect data sets and their graphical representation (i.e., bar graphs, stem-and-leaf plots, box plots, and scatterplots);

27	<u>Mapping a Magnetic Field</u>	SPI 0706.5.1Grades: 7	Interpret and employ various graphs and charts to represent data.
		SPI 0706.5.2Grades: 7	Select suitable graph types (such as bar graphs, histograms, line graphs, circle graphs, box-and-whisker plots, and stem-and-leaf plots) and use them to create accurate representations of given data.
		5.12.spi.4Grades: 5	determine the appropriate metric unit of measurement for specific properties of matter.
		5.14.spi.1Grades: 5	identify the poles of a magnet.
		5.14.spi.3Grades: 5	identify the description of a magnetic field.
		6.5.spi.7Grades: 6	connect data sets and their graphical representations (i.e., bar graphs, circle, graphs, and stem-and-leaf plots);
		7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
		7.5.spi.7Grades: 7	connect data sets and their graphical representation (i.e., bar graphs, stem-and-leaf plots, box plots, and scatterplots);
		SPI 0706.5.1Grades: 7	Interpret and employ various graphs and charts to represent data.
		SPI 0706.5.2Grades: 7	Select suitable graph types (such as bar graphs, histograms, line graphs, circle graphs, box-and-whisker plots, and stem-and-leaf plots) and use them to create accurate representations of given data.
28	<u>Electromagnets</u>	5.12.spi.4Grades: 5	determine the appropriate metric unit of measurement for specific properties of matter.
		5.14.spi.1Grades: 5	identify the poles of a magnet.
		5.14.spi.3Grades: 5	identify the description of a magnetic field.
		7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight,

			mass, volume, density, size (length, width, height), temperature.)
		SPI 0807.12.3 8	Distinguish among the Earth's magnetic field, a magnet, and the fields that surround a magnet and an electromagnet.
29	<u>Frictional Forces</u>	5.11.spi.2 5	determine the effect of slope and friction on the speed of an object.
		5.12.spi.4 5	determine the appropriate metric unit of measurement for specific properties of matter.
		7.12.spi.1 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
30	<u>First-Class Levers</u>	5.11.spi.3 5	match simple machines with their uses.
		5.12.spi.4 5	determine the appropriate metric unit of measurement for specific properties of matter.
		7.12.spi.1 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
		8.11.spi.2 8	identify simple machines.
		8.11.spi.5 8	choose the most appropriate simple machine to use for a specific task.
31	<u>Pulleys</u>	5.11.spi.3 5	match simple machines with their uses.
		5.12.spi.4 5	determine the appropriate metric unit of measurement for specific properties of matter.
		7.12.spi.1 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
		8.11.spi.2 8	identify simple machines.
		8.11.spi.5 8	choose the most appropriate simple machine to use for a specific task.
32	<u>Buoyancy</u>	5.12.spi.4	determine the appropriate metric unit of

		5	measurement for specific properties of matter.
		7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
33	<u>Graphing Your Motion</u>	5.12.spi.4Grades: 5	determine the appropriate metric unit of measurement for specific properties of matter.
		6.5.spi.7Grades: 6	connect data sets and their graphical representations (i.e., bar graphs, circle, graphs, and stem-and-leaf plots);
		7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
		7.5.spi.7Grades: 7	connect data sets and their graphical representation (i.e., bar graphs, stem-and-leaf plots, box plots, and scatterplots);
		SPI 0706.5.1Grades: 7	Interpret and employ various graphs and charts to represent data.
		SPI 0706.5.2Grades: 7	Select suitable graph types (such as bar graphs, histograms, line graphs, circle graphs, box-and-whisker plots, and stem-and-leaf plots) and use them to create accurate representations of given data.
34	<u>Velocity</u>	5.12.spi.4Grades: 5	determine the appropriate metric unit of measurement for specific properties of matter.
		6.5.spi.7Grades: 6	connect data sets and their graphical representations (i.e., bar graphs, circle, graphs, and stem-and-leaf plots);
		7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
		7.5.spi.7Grades: 7	connect data sets and their graphical representation (i.e., bar graphs, stem-and-leaf plots, box plots, and scatterplots);
		SPI 0706.5.1Grades: 7	Interpret and employ various graphs and charts to represent data.

		SPI 0706.5.2Grades: 7	Select suitable graph types (such as bar graphs, histograms, line graphs, circle graphs, box-and-whisker plots, and stem-and-leaf plots) and use them to create accurate representations of given data.
		8.11.spi.7Grades: 8	solve problems pertaining to distance, speed, velocity, and time, given illustrations, diagrams, graphs, or scenarios.
35	<u>The Indy 100</u>	5.12.spi.4Grades: 5	determine the appropriate metric unit of measurement for specific properties of matter.
		7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
		8.11.spi.7Grades: 8	solve problems pertaining to distance, speed, velocity, and time, given illustrations, diagrams, graphs, or scenarios.
35B	<u>Pencil Car</u>	5.12.spi.4Grades: 5	determine the appropriate metric unit of measurement for specific properties of matter.
		7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
36	<u>Crash Dummies</u>	5.12.spi.4Grades: 5	determine the appropriate metric unit of measurement for specific properties of matter.
		6.5.spi.7Grades: 6	connect data sets and their graphical representations (i.e., bar graphs, circle, graphs, and stem-and-leaf plots);
		7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
		7.5.spi.7Grades: 7	connect data sets and their graphical representation (i.e., bar graphs, stem-and-leaf plots, box plots, and scatterplots);
		SPI 0706.5.1Grades: 7	Interpret and employ various graphs and charts to represent data.
		SPI	Select suitable graph types (such as bar graphs,

		0706.5.2Grades: 7	histograms, line graphs, circle graphs, box-and-whisker plots, and stem-and-leaf plots) and use them to create accurate representations of given data.
		8.11.spi.7Grades: 8	solve problems pertaining to distance, speed, velocity, and time, given illustrations, diagrams, graphs, or scenarios.
37	<u>Falling Objects</u>	5.12.spi.4Grades: 5	determine the appropriate metric unit of measurement for specific properties of matter.
		6.5.spi.7Grades: 6	connect data sets and their graphical representations (i.e., bar graphs, circle, graphs, and stem-and-leaf plots);
		7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
		7.5.spi.7Grades: 7	connect data sets and their graphical representation (i.e., bar graphs, stem-and-leaf plots, box plots, and scatterplots);
		SPI 0706.5.1Grades: 7	Interpret and employ various graphs and charts to represent data.
		SPI 0706.5.2Grades: 7	Select suitable graph types (such as bar graphs, histograms, line graphs, circle graphs, box-and-whisker plots, and stem-and-leaf plots) and use them to create accurate representations of given data.
38	<u>A Speedy Slide</u>	5.12.spi.4Grades: 5	determine the appropriate metric unit of measurement for specific properties of matter.
		6.5.spi.7Grades: 6	connect data sets and their graphical representations (i.e., bar graphs, circle, graphs, and stem-and-leaf plots);
		7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
		7.5.spi.7Grades: 7	connect data sets and their graphical representation (i.e., bar graphs, stem-and-leaf plots, box plots, and scatterplots);

SPI 0706.5.1Grades: 7	Interpret and employ various graphs and charts to represent data.
SPI 0706.5.2Grades: 7	Select suitable graph types (such as bar graphs, histograms, line graphs, circle graphs, box-and-whisker plots, and stem-and-leaf plots) and use them to create accurate representations of given data.
8.11.spi.7Grades: 8	solve problems pertaining to distance, speed, velocity, and time, given illustrations, diagrams, graphs, or scenarios.

High School

Tennessee Performance Indicators State		
Experiment	State Correlation	
1 <u>Energy in Food</u>	5.A.4Grades: 9-12	analyze student-collected data to make predications or generalizations.
	5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
	5.B.2Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
	CI.2.1.5Grades: 9-12	distinguish between heat content and temperature when given a unit, a definition, or an example.
	CII.2.2.1Grades: 9-12	recognize critical temperature, critical pressure, and triple point using phase diagrams of one-component systems.
	CII.2.2.2Grades: 9-12	interpret changes in temperature and/or pressure using phase diagrams of one-component systems.
	ES.3.1.7Grades: 9-12	collect and interpret basic weather data from meteorological instruments

	(thermometer, rain gauge, dry/wet thermometer, and barometer).
P.3.2.5Grades: 9-12	distinguish between endothermic and exothermic reactions, given a description of the temperature change in a reaction.
P.4.3.1Grades: 9-12	solve problems regarding heat, mass, specific heat capacity, and temperature change, given the equation.
PH.2.1.1Grades: 9-12	investigate temperature in relationship to kinetic energy.
PH.2.2.1Grades: 9-12	identify the characteristics of internal energy and temperature/heat (joules/calories).
PS.3.2.1Grades: 9-12	select the reaction that is endothermic or exothermic, given the temperature change during the reaction.
PS.4.1.3Grades: 9-12	determine the temperature scale, given the boiling and/or freezing point of water.
SPI 3103.1.2Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
SR.1.1.5Grades: 9-12	follow proper safety procedures.
SR.2.1.4Grades: 9-12	show correct use of scientific instruments.
SR.2.2.5Grades: 9-12	analyze questions using technology and mathematics models. examine safety precautions during experimental design.
SR.3.1.3Grades: 9-12	describe basic laboratory procedures.
SR.3.1.4Grades: 9-12	exhibit proper safety techniques.
SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.

		SR.4.1.1 Grades: 9-12	use graphing calculators or computers to process data.
		SR.4.1.2 Grades: 9-12	collect data with hand-held technology.
		SR.4.3.1 Grades: 9-12	develop a list of open-ended effects.
2	<u>Limitations on Cell Size: Surface Area to Volume</u>	7.12.spi.1 Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
		SPI 0706.5.1 Grades: 7	Interpret and employ various graphs and charts to represent data.
		5.A.4 Grades: 9-12	analyze student-collected data to make predications or generalizations.
		5.A.5 Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
		5.B.2 Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
		CII.1.1.3 Grades: 9-12	predict the charge for ions (groups 1, 2, 13-18) and the oxidation state of any atom in a compound or polyatomic ion.
		CII.3.3.1 Grades: 9-12	describe the common ion effect, buffers, and hydrolysis given a solution.
		ES.1.2.7 Grades: 9-12	interpret a tide chart using an almanac or the Internet.
		ES.3.1.7 Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
		G.1.2.12 Grades: 9-12	investigate methods of remote sensing for measuring and monitoring the earth's crust.
		SPI 3103.1.2 Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as

			being accurate or misleading.
		SR.1.1.5Grades: 9-12	follow proper safety procedures.
		SR.2.1.4Grades: 9-12	show correct use of scientific instruments.
		SR.2.2.5Grades: 9-12	analyze questions using technology and mathematics models. examine safety precautions during experimental design.
		SR.3.1.3Grades: 9-12	describe basic laboratory procedures.
		SR.3.1.4Grades: 9-12	exhibit proper safety techniques.
		SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
		SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
		SR.4.1.2Grades: 9-12	collect data with hand-held technology.
3	<u>Acids and Bases</u>	7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
		8.13.spi.2Grades: 8	identify a substance as an acid or a base, given its pH.
		5.A.4Grades: 9-12	analyze student-collected data to make predications or generalizations.
		5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
		5.B.2Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
		CI.4.1.1Grades: 9-12	classify substances as acids or bases, given the formula.
		CI.4.2.4Grades: 9-12	classify a substance as an acid or a base, given its properties (e.g., color of litmus, color of phenolphthalein, taste, pH and

	slippery or non-slippery).
CII.3.2.2Grades: 9-12	classify a solution as neutral, acidic, or basic, and calculate its pH given either the hydrogen or hydroxide ion concentration.
CII.3.2.4Grades: 9-12	characterize acids and bases using the Arrhenius, Brönsted-Lowry and Lewis definitions, and identify conjugate acid-base pairs.
CII.3.2.5Grades: 9-12	characterize a substance as amphoteric.
ES.3.1.7Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
G.1.2.12Grades: 9-12	investigate methods of remote sensing for measuring and monitoring the earth's crust.
P.3.1.3Grades: 9-12	identify a substance as acidic, basic, or neutral, given its pH.
PS.3.1.3Grades: 9-12	identify a substance as acidic, basic, or neutral, given its pH.
SPI 3103.1.2Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
SPI 3202.1.17Grades: 9-12	Identify a substance as acidic, basic, or neutral based on its pH or response to an indicator or instrument.
SR.2.1.4Grades: 9-12	show correct use of scientific instruments.
SR.3.1.3Grades: 9-12	describe basic laboratory procedures.
SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
SR.4.1.1Grades:	use graphing calculators or computers to

		9-12	process data.
		SR.4.1.2Grades: 9-12	collect data with hand-held technology.
		SR.4.3.1Grades: 9-12	develop a list of open-ended effects.
4	<u>Diffusion Through Membranes</u>	7.1.spi.6Grades: 7	predict the movement of substances through osmosis or diffusion across the cell membrane, given solutions of different concentrations..
		7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
		5.A.4Grades: 9-12	analyze student-collected data to make predications or generalizations.
		5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
		5.B.2Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
		AP.3.3.2Grades: 9-12	describe the molecular neurophysiology of membrane potentials as related to electrolyte function and active transport (sodium-potassium pump).
		BI.1.1.3Grades: 9-12	predict the movement of water molecules across the cell membrane, given solutions of different concentrations.
		BI.1.1.3Grades: 9-12	predict the movement of water molecules across a semi-permeable membrane, given a diagram showing solutions of different concentrations.
		ES.3.1.7Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
		G.1.2.12Grades: 9-12	investigate methods of remote sensing for measuring and monitoring the earth's

		crust.
	LS.1.1.3Grades: 9-12	predict the movement of water molecules across the cell membrane, given solutions of different concentrations.
	LS.1.2.2Grades: 9-12	relate the structure of the cell membrane to the role of maintaining homeostasis.
	SPI 3103.1.2Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
	SR.2.1.4Grades: 9-12	show correct use of scientific instruments.
	SR.3.1.3Grades: 9-12	describe basic laboratory procedures.
	SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
	SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
	SR.4.1.1Grades: 9-12	use graphing calculators or computers to process data.
	SR.4.1.2Grades: 9-12	collect data with hand-held technology.
	SR.4.3.1Grades: 9-12	develop a list of open-ended effects.
5	<u>Conducting Solutions</u>	7.12.spi.1Grades: 7
		determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
	5.A.4Grades: 9-12	analyze student-collected data to make predications or generalizations.
	5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
	5.B.2Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.

	ES.3.1.7Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
	G.1.2.12Grades: 9-12	investigate methods of remote sensing for measuring and monitoring the earth's crust.
	SPI 3103.1.2Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
	SR.1.1.5Grades: 9-12	follow proper safety procedures.
	SR.2.1.4Grades: 9-12	show correct use of scientific instruments.
	SR.2.2.5Grades: 9-12	analyze questions using technology and mathematics models. examine safety precautions during experimental design.
	SR.3.1.3Grades: 9-12	describe basic laboratory procedures.
	SR.3.1.4Grades: 9-12	exhibit proper safety techniques.
	SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
	SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
	SR.4.1.1Grades: 9-12	use graphing calculators or computers to process data.
	SR.4.1.2Grades: 9-12	collect data with hand-held technology.
	SR.4.3.1Grades: 9-12	develop a list of open-ended effects.
6A	<u>Enzyme Action: Testing Catalase Activity</u>	7.12.spi.1Grades: 7
		determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
	5.A.4Grades: 9-12	analyze student-collected data to make

		predications or generalizations.
	5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
	5.B.2Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
	CII.3.2.11Grades: 9-12	describe the role of a catalyst in a chemical reaction and its relationship to activation energy.
	ES.3.1.7Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
	G.1.2.12Grades: 9-12	investigate methods of remote sensing for measuring and monitoring the earth's crust.
	SPI 3103.1.2Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
	SR.2.1.4Grades: 9-12	show correct use of scientific instruments.
	SR.3.1.3Grades: 9-12	describe basic laboratory procedures.
	SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
	SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
	SR.4.1.1Grades: 9-12	use graphing calculators or computers to process data.
	SR.4.1.2Grades: 9-12	collect data with hand-held technology.
	SR.4.3.1Grades: 9-12	develop a list of open-ended effects.
6B	<u>Enzyme Action:</u> <u>Testing Catalase</u>	7.12.spi.1Grades: 7 determine the measurable properties of matter and appropriate metric units (i.e.,

<u>Activity</u>	weight, mass, volume, density, size (length, width, height), temperature.)
5.A.4Grades: 9-12	analyze student-collected data to make predications or generalizations.
5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
5.B.2Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
CII.3.2.11Grades: 9-12	describe the role of a catalyst in a chemical reaction and its relationship to activation energy.
ES.3.1.7Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
G.1.2.12Grades: 9-12	investigate methods of remote sensing for measuring and monitoring the earth's crust.
SPI 3103.1.2Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
SR.2.1.4Grades: 9-12	show correct use of scientific instruments.
SR.3.1.3Grades: 9-12	describe basic laboratory procedures.
SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
SR.4.1.1Grades: 9-12	use graphing calculators or computers to process data.
SR.4.1.2Grades: 9-12	collect data with hand-held technology.
SR.4.3.1Grades:	develop a list of open-ended effects.

		9-12	
7	<u>Photosynthesis</u>	7.1.spi.3Grades: 7	distinguish between plant and animal cells.
		7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
		7.3.spi.2Grades: 7	identify photosynthesis as the food making process in plants.
		7.3.spi.6Grades: 7	identify the reactants and products of photosynthesis and respiration.
		7.3.spi.7Grades: 7	associate the processes of photosynthesis and respiration with appropriate cellular organelles.
		5.A.4Grades: 9-12	analyze student-collected data to make predications or generalizations.
		5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
		5.B.2Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
		BI.1.1.2Grades: 9-12	distinguish between plant and animals cells, given diagrams or scenarios.
		BI.1.1.5Grades: 9-12	compare and contrast the cell cycle in plant and animal cells, given a diagram or description.
		BI.3.1.1Grades: 9-12	identify the reactants and products of photosynthesis and/or respiration, given equations.
		BI.3.1.1Grades: 9-12	identify the reactants and products of photosynthesis and respiration, given the equations.
		BI.3.1.2Grades: 9-12	identify the cell organelle in which photosynthesis occurs, given a diagram of a plant.
		BI.3.1.2Grades:	identify the cell organelle in which

9-12	photosynthesis or respiration occurs, given a diagram.
BI.3.2.2Grades: 9-12	investigate the interdependence of photosynthesis and respiration in living organisms, given a diagram or scenario.
BI.3.2.2Grades: 9-12	relate the interdependence of the processes of photosynthesis and respiration to living organisms, given a diagram or a description.
EC.1.1.1Grades: 9-12	illustrate that energy for life is provided by the sun that is captured by plants through photosynthesis.
EC.1.2.1Grades: 9-12	explain the chemical components of biological processes such as photosynthesis, respiration, nitrogen fixation, or decomposition.
ENS.1.1.4Grades: 9-12	recognize that energy for life is provided by the sun and is captured by plants through photosynthesis.
ES.3.1.7Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
G.1.2.12Grades: 9-12	investigate methods of remote sensing for measuring and monitoring the earth's crust.
LS.1.1.2Grades: 9-12	distinguish between plant and animal cells, given diagrams or scenarios.
LS.1.2.1Grades: 9-12	compare and contrast the cell cycle in plant and animal cells, given a diagram.
LS.3.1.2Grades: 9-12	identify the reactants and products of photosynthesis and respiration, given equations.
LS.3.3.1Grades: 9-12	analyze the relationship between photosynthesis and respiration, given diagrams and descriptions.
SPI 3103.1.2Grades:	Recognize and describe errors in data collection and analysis as well as

		9-12	identifying representations of data as being accurate or misleading.
		SR.1.1.5Grades: 9-12	follow proper safety procedures.
		SR.2.2.5Grades: 9-12	analyze questions using technology and mathematics models. examine safety precautions during experimental design.
		SR.3.1.3Grades: 9-12	describe basic laboratory procedures.
		SR.3.1.4Grades: 9-12	exhibit proper safety techniques.
		SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
		SR.4.1.2Grades: 9-12	collect data with hand-held technology.
8	<u>The Effect of Alcohol on Biological Membranes</u>	7.1.spi.6Grades: 7	predict the movement of substances through osmosis or diffusion across the cell membrane, given solutions of different concentrations..
		7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
		5.A.4Grades: 9-12	analyze student-collected data to make predications or generalizations.
		5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
		5.B.2Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
		AP.3.3.2Grades: 9-12	describe the molecular neurophysiology of membrane potentials as related to electrolyte function and active transport (sodium-potassium pump).
		BI.1.1.3Grades: 9-12	predict the movement of water molecules across the cell membrane, given solutions of different concentrations.

		BI.1.1.3 Grades: 9-12	predict the movement of water molecules across a semi-permeable membrane, given a diagram showing solutions of different concentrations.
		ES.3.1.7 Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
		G.1.2.12 Grades: 9-12	investigate methods of remote sensing for measuring and monitoring the earth's crust.
		LS.1.1.3 Grades: 9-12	predict the movement of water molecules across the cell membrane, given solutions of different concentrations.
		LS.1.2.2 Grades: 9-12	relate the structure of the cell membrane to the role of maintaining homeostasis.
		SPI 3103.1.2 Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
		SR.2.1.4 Grades: 9-12	show correct use of scientific instruments.
		SR.3.1.3 Grades: 9-12	describe basic laboratory procedures.
		SR.3.2.1 Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
		SR.3.2.3 Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
		SR.4.1.2 Grades: 9-12	collect data with hand-held technology.
9	<u>Biological Membranes</u>	7.1.spi.6 Grades: 7	predict the movement of substances through osmosis or diffusion across the cell membrane, given solutions of different concentrations..
		7.12.spi.1 Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)

5.A.4	Grades: 9-12	analyze student-collected data to make predications or generalizations.
5.A.5	Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
5.B.2	Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
AP.3.3.2	Grades: 9-12	describe the molecular neurophysiology of membrane potentials as related to electrolyte function and active transport (sodium-potassium pump).
BI.1.1.3	Grades: 9-12	predict the movement of water molecules across the cell membrane, given solutions of different concentrations.
BI.1.1.3	Grades: 9-12	predict the movement of water molecules across a semi-permeable membrane, given a diagram showing solutions of different concentrations.
ES.3.1.7	Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
G.1.2.12	Grades: 9-12	investigate methods of remote sensing for measuring and monitoring the earth's crust.
LS.1.1.3	Grades: 9-12	predict the movement of water molecules across the cell membrane, given solutions of different concentrations.
LS.1.2.2	Grades: 9-12	relate the structure of the cell membrane to the role of maintaining homeostasis.
SPI 3103.1.2	Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
SR.2.1.4	Grades: 9-12	show correct use of scientific instruments.
SR.3.1.3	Grades:	describe basic laboratory procedures.

		9-12	
		SR.3.2.1 Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
		SR.3.2.3 Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
		SR.4.1.2 Grades: 9-12	collect data with hand-held technology.
10	<u>Transpiration</u>	7.12.spi.1 Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
		5.A.4 Grades: 9-12	analyze student-collected data to make predications or generalizations.
		5.A.5 Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
		5.B.2 Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
		BI.5.2.3 Grades: 9-12	infer the body symmetry of an organism, given a diagram or picture of the organism.
		BII.6.3.1 Grades: 9-12	explain the transpiration, tension-cohesion (adhesion-cohesion), and pressure flow models to describe transport of materials in vascular plants.
		BII.6.3.3 Grades: 9-12	describe and list plants, or parts of plants, that are helpful and harmful to animals, and especially humans, paying particular attention to sources of food, shelter, clothing, and medicines.
		ES.3.1.7 Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
		G.1.2.12 Grades: 9-12	investigate methods of remote sensing for measuring and monitoring the earth's crust.

	SPI 3103.1.2Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
	SR.2.1.4Grades: 9-12	show correct use of scientific instruments.
	SR.3.1.3Grades: 9-12	describe basic laboratory procedures.
	SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
	SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
	SR.4.1.2Grades: 9-12	collect data with hand-held technology.
11A <u>Cell Respiration</u>	7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
	7.3.spi.5Grades: 7	select the illustration that depicts the movement of oxygen and carbon dioxide between living things and their environment.
	7.3.spi.7Grades: 7	associate the processes of photosynthesis and respiration with appropriate cellular organelles.
	7.3.spi.8Grades: 7	interpret a diagram depicting the oxygen-carbon dioxide cycle.
	5.A.4Grades: 9-12	analyze student-collected data to make predications or generalizations.
	5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
	5.B.2Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
	BI.3.1.2Grades: 9-12	identify the cell organelle in which photosynthesis or respiration occurs, given a diagram.

	BI.3.3.1Grades: 9-12	recognize the transfer of energy from respiration to cellular work, given an equation or diagram of the ATP cycle.
	ES.3.1.7Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
	G.1.2.12Grades: 9-12	investigate methods of remote sensing for measuring and monitoring the earth's crust.
	LS.3.1.1Grades: 9-12	identify the cell organelles in which photosynthesis and respiration occur, given diagrams or descriptions.
	LS.3.1.2Grades: 9-12	identify the reactants and products of photosynthesis and respiration, given equations.
	SPI 3103.1.2Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
	SR.2.1.4Grades: 9-12	show correct use of scientific instruments.
	SR.3.1.3Grades: 9-12	describe basic laboratory procedures.
	SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
	SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
	SR.4.1.2Grades: 9-12	collect data with hand-held technology.
11B <u>Cell Respiration</u>	7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
	7.3.spi.5Grades: 7	select the illustration that depicts the movement of oxygen and carbon dioxide between living things and their environment.

7.3.spi.7Grades: 7	associate the processes of photosynthesis and respiration with appropriate cellular organelles.
7.3.spi.8Grades: 7	interpret a diagram depicting the oxygen-carbon dioxide cycle.
5.A.4Grades: 9-12	analyze student-collected data to make predications or generalizations.
5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
5.B.2Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
BI.3.1.2Grades: 9-12	identify the cell organelle in which photosynthesis or respiration occurs, given a diagram.
BI.3.3.1Grades: 9-12	recognize the transfer of energy from respiration to cellular work, given an equation or diagram of the ATP cycle.
ES.3.1.7Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
G.1.2.12Grades: 9-12	investigate methods of remote sensing for measuring and monitoring the earth's crust.
LS.3.1.1Grades: 9-12	identify the cell organelles in which photosynthesis and respiration occur, given diagrams or descriptions.
LS.3.1.2Grades: 9-12	identify the reactants and products of photosynthesis and respiration, given equations.
SPI 3103.1.2Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
SR.2.1.4Grades: 9-12	show correct use of scientific instruments.

	SR.3.1.3	Grades: 9-12	describe basic laboratory procedures.
	SR.3.2.1	Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
	SR.3.2.3	Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
	SR.4.1.2	Grades: 9-12	collect data with hand-held technology.
11C <u>Cell Respiration</u>	7.12.spi.1	Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
	7.3.spi.5	Grades: 7	select the illustration that depicts the movement of oxygen and carbon dioxide between living things and their environment.
	7.3.spi.7	Grades: 7	associate the processes of photosynthesis and respiration with appropriate cellular organelles.
	7.3.spi.8	Grades: 7	interpret a diagram depicting the oxygen-carbon dioxide cycle.
	5.A.4	Grades: 9-12	analyze student-collected data to make predications or generalizations.
	5.A.5	Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
	5.B.2	Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
	BI.3.1.2	Grades: 9-12	identify the cell organelle in which photosynthesis or respiration occurs, given a diagram.
	BI.3.3.1	Grades: 9-12	recognize the transfer of energy from respiration to cellular work, given an equation or diagram of the ATP cycle.
	ES.3.1.7	Grades: 9-12	collect and interpret basic weather data from meteorological instruments

		(thermometer, rain gauge, dry/wet thermometer, and barometer).
	G.1.2.12Grades: 9-12	investigate methods of remote sensing for measuring and monitoring the earth's crust.
	LS.3.1.1Grades: 9-12	identify the cell organelles in which photosynthesis and respiration occur, given diagrams or descriptions.
	LS.3.1.2Grades: 9-12	identify the reactants and products of photosynthesis and respiration, given equations.
	SPI 3103.1.2Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
	SR.2.1.4Grades: 9-12	show correct use of scientific instruments.
	SR.3.1.3Grades: 9-12	describe basic laboratory procedures.
	SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
	SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
	SR.4.1.2Grades: 9-12	collect data with hand-held technology.
11D	<u>Cell Respiration</u>	
	7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
	7.3.spi.5Grades: 7	select the illustration that depicts the movement of oxygen and carbon dioxide between living things and their environment.
	7.3.spi.7Grades: 7	associate the processes of photosynthesis and respiration with appropriate cellular organelles.
	7.3.spi.8Grades: 7	interpret a diagram depicting the oxygen-carbon dioxide cycle.

5.A.4 Grades: 9-12	analyze student-collected data to make predications or generalizations.
5.A.5 Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
5.B.2 Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
BI.3.1.2 Grades: 9-12	identify the cell organelle in which photosynthesis or respiration occurs, given a diagram.
BI.3.3.1 Grades: 9-12	recognize the transfer of energy from respiration to cellular work, given an equation or diagram of the ATP cycle.
ES.3.1.7 Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
G.1.2.12 Grades: 9-12	investigate methods of remote sensing for measuring and monitoring the earth's crust.
LS.3.1.1 Grades: 9-12	identify the cell organelles in which photosynthesis and respiration occur, given diagrams or descriptions.
LS.3.1.2 Grades: 9-12	identify the reactants and products of photosynthesis and respiration, given equations.
SPI 3103.1.2 Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
SR.2.1.4 Grades: 9-12	show correct use of scientific instruments.
SR.3.1.3 Grades: 9-12	describe basic laboratory procedures.
SR.3.2.1 Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.

	SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
	SR.4.1.2Grades: 9-12	collect data with hand-held technology.
12A <u>Respiration of Sugars by Yeast</u>	7.3.spi.7Grades: 7	associate the processes of photosynthesis and respiration with appropriate cellular organelles.
	5.A.4Grades: 9-12	analyze student-collected data to make predications or generalizations.
	5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
	5.B.2Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
	BI.3.1.2Grades: 9-12	identify the cell organelle in which photosynthesis or respiration occurs, given a diagram.
	BI.3.3.1Grades: 9-12	recognize the transfer of energy from respiration to cellular work, given an equation or diagram of the ATP cycle.
	ES.3.1.7Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
	LS.3.1.1Grades: 9-12	identify the cell organelles in which photosynthesis and respiration occur, given diagrams or descriptions.
	SPI 3103.1.2Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
	SR.2.1.4Grades: 9-12	show correct use of scientific instruments.
	SR.3.1.3Grades: 9-12	describe basic laboratory procedures.
	SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.

	SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
	SR.4.1.2Grades: 9-12	collect data with hand-held technology.
12B <u>Sugar Fermentation</u>	7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
	8.13.spi.4Grades: 8	determine how temperature and concentration might affect the rate of a chemical reaction..
	5.A.4Grades: 9-12	analyze student-collected data to make predications or generalizations.
	5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
	5.B.2Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
	AP.5.2.6Grades: 9-12	differentiate among carbohydrate, lipid, and protein metabolism by the body.
	CII.3.2.9Grades: 9-12	explain rate of reaction, determine the order of a reaction, and calculate the rate constant from experimental data.
	CII.3.3.5Grades: 9-12	identify the rate-determining step given a reaction mechanism.
	ES.3.1.7Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
	G.1.2.12Grades: 9-12	investigate methods of remote sensing for measuring and monitoring the earth's crust.
	SPI 3103.1.2Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.

		SR.2.1.4Grades: 9-12	show correct use of scientific instruments.
		SR.3.1.3Grades: 9-12	describe basic laboratory procedures.
		SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
		SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
		SR.4.1.2Grades: 9-12	collect data with hand-held technology.
13	<u>Population Dynamics</u>	5.A.4Grades: 9-12	analyze student-collected data to make predications or generalizations.
		5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
		5.B.2Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
		ENS.1.2.4Grades: 9-12	discuss ways that populations can change over time.
		ENS.1.2.8Grades: 9-12	read and interpret a population graph.
		ES.3.1.7Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
		LS.2.1.2Grades: 9-12	distinguish among populations, communities, and ecosystems, given examples.
		LS.6.2.1Grades: 9-12	predict how environmental change can contribute to the emergence of a new species, change in a population size, or extinction of an existing species.
		SPI 3103.1.2Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.

		SR.2.1.4	Grades: 9-12	show correct use of scientific instruments.
		SR.3.1.3	Grades: 9-12	describe basic laboratory procedures.
		SR.3.2.1	Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
		SR.3.2.3	Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
		SR.4.1.2	Grades: 9-12	collect data with hand-held technology.
14	<u>Interdependence of Plants and Animals</u>	7.3.spi.5	Grades: 7	select the illustration that depicts the movement of oxygen and carbon dioxide between living things and their environment.
		7.3.spi.8	Grades: 7	interpret a diagram depicting the oxygen-carbon dioxide cycle.
		5.A.4	Grades: 9-12	analyze student-collected data to make predications or generalizations.
		5.A.5	Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
		5.B.2	Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
		CII.3.3.6	Grades: 9-12	calculate the pH of buffer solutions.
		ES.3.1.7	Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
		ES.3.1.9	Grades: 9-12	recognize the basic geochemical cycles: oxygen/carbon dioxide cycle, nitrogen cycle, and carbon cycle.
		SPI 3103.1.2	Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.

		SR.2.1.4Grades: 9-12	show correct use of scientific instruments.
		SR.3.1.3Grades: 9-12	describe basic laboratory procedures.
		SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
		SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
		SR.4.1.2Grades: 9-12	collect data with hand-held technology.
15	<u>Biodiversity and Ecosystems</u>	5.A.4Grades: 9-12	analyze student-collected data to make predications or generalizations.
		5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
		5.B.2Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
		EC.1.1.4Grades: 9-12	explore the biodiversity in various biomes.
		ENS.1.2.2Grades: 9-12	explore the biodiversity of various biomes.
		ENS.1.2.6Grades: 9-12	illustrate that the abundance and distribution of living organisms are limited by available energy and certain forms of matter.
		ES.3.1.7Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
		SPI 3103.1.2Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
		SR.2.1.4Grades: 9-12	show correct use of scientific instruments.
		SR.3.1.3Grades:	describe basic laboratory procedures.

	9-12	
	SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
	SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
	SR.4.1.2Grades: 9-12	collect data with hand-held technology.
16A <u>Effect of Temperature on Respiration</u>	7.3.spi.6Grades: 7	identify the reactants and products of photosynthesis and respiration.
	7.3.spi.7Grades: 7	associate the processes of photosynthesis and respiration with appropriate cellular organelles.
	5.A.4Grades: 9-12	analyze student-collected data to make predications or generalizations.
	5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
	5.B.2Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
	BI.3.1.1Grades: 9-12	identify the reactants and products of photosynthesis and/or respiration, given equations.
	BI.3.1.1Grades: 9-12	identify the reactants and products of photosynthesis and respiration, given the equations.
	BI.3.1.2Grades: 9-12	identify the cell organelle in which photosynthesis or respiration occurs, given a diagram.
	BI.3.1.3Grades: 9-12	interpret a diagram of the oxygen-carbon dioxide cycle, given a diagram.
	BI.3.2.2Grades: 9-12	relate the interdependence of the processes of photosynthesis and respiration to living organisms, given a diagram or a description.
	BI.3.2.2Grades: 9-12	investigate the interdependence of photosynthesis and respiration in living

	organisms, given a diagram or scenario.
BI.3.3.1 Grades: 9-12	recognize the transfer of energy from respiration to cellular work, given an equation or diagram of the ATP cycle.
BII.1.2.2 Grades: 9-12	relate methods of respiration to the anatomy and the habitat of an animal.
EC.1.2.1 Grades: 9-12	explain the chemical components of biological processes such as photosynthesis, respiration, nitrogen fixation, or decomposition.
ES.3.1.7 Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
LS.3.1.1 Grades: 9-12	identify the cell organelles in which photosynthesis and respiration occur, given diagrams or descriptions.
LS.3.1.2 Grades: 9-12	identify the reactants and products of photosynthesis and respiration, given equations.
LS.3.3.1 Grades: 9-12	analyze the relationship between photosynthesis and respiration, given diagrams and descriptions.
SPI 3103.1.2 Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
SR.2.1.4 Grades: 9-12	show correct use of scientific instruments.
SR.3.1.3 Grades: 9-12	describe basic laboratory procedures.
SR.3.2.1 Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
SR.3.2.3 Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
SR.4.1.2 Grades: 9-12	collect data with hand-held technology.

16B	<u>Effect of Temperature on Fermentation</u>	7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
		7.3.spi.6Grades: 7	identify the reactants and products of photosynthesis and respiration.
		7.3.spi.7Grades: 7	associate the processes of photosynthesis and respiration with appropriate cellular organelles.
		8.13.spi.4Grades: 8	determine how temperature and concentration might affect the rate of a chemical reaction..
		5.A.4Grades: 9-12	analyze student-collected data to make predications or generalizations.
		5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
		5.B.2Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
		BI.3.1.1Grades: 9-12	identify the reactants and products of photosynthesis and/or respiration, given equations.
		BI.3.1.1Grades: 9-12	identify the reactants and products of photosynthesis and respiration, given the equations.
		BI.3.1.2Grades: 9-12	identify the cell organelle in which photosynthesis or respiration occurs, given a diagram.
		BI.3.1.3Grades: 9-12	interpret a diagram of the oxygen-carbon dioxide cycle, given a diagram.
		BI.3.2.2Grades: 9-12	relate the interdependence of the processes of photosynthesis and respiration to living organisms, given a diagram or a description.
		BI.3.2.2Grades: 9-12	investigate the interdependence of photosynthesis and respiration in living organisms, given a diagram or scenario.

BI.3.3.1 Grades: 9-12	recognize the transfer of energy from respiration to cellular work, given an equation or diagram of the ATP cycle.
BII.1.2.2 Grades: 9-12	relate methods of respiration to the anatomy and the habitat of an animal.
CII.3.2.9 Grades: 9-12	explain rate of reaction, determine the order of a reaction, and calculate the rate constant from experimental data.
CII.3.3.5 Grades: 9-12	identify the rate-determining step given a reaction mechanism.
EC.1.2.1 Grades: 9-12	explain the chemical components of biological processes such as photosynthesis, respiration, nitrogen fixation, or decomposition.
ES.3.1.7 Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
G.1.2.12 Grades: 9-12	investigate methods of remote sensing for measuring and monitoring the earth's crust.
LS.3.1.1 Grades: 9-12	identify the cell organelles in which photosynthesis and respiration occur, given diagrams or descriptions.
LS.3.1.2 Grades: 9-12	identify the reactants and products of photosynthesis and respiration, given equations.
LS.3.3.1 Grades: 9-12	analyze the relationship between photosynthesis and respiration, given diagrams and descriptions.
SPI 3103.1.2 Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
SR.2.1.4 Grades: 9-12	show correct use of scientific instruments.
SR.3.1.3 Grades: 9-12	describe basic laboratory procedures.

	SR.3.2.1	Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
	SR.3.2.3	Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
	SR.4.1.2	Grades: 9-12	collect data with hand-held technology.
17	<u>Aerobic Respiration</u>	7.12.spi.1	Grades: 7 determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
	7.3.spi.7	Grades: 7	associate the processes of photosynthesis and respiration with appropriate cellular organelles.
	5.A.4	Grades: 9-12	analyze student-collected data to make predications or generalizations.
	5.A.5	Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
	5.B.2	Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
	BI.3.1.2	Grades: 9-12	identify the cell organelle in which photosynthesis or respiration occurs, given a diagram.
	BI.3.3.1	Grades: 9-12	recognize the transfer of energy from respiration to cellular work, given an equation or diagram of the ATP cycle.
	CII.2.2.1	Grades: 9-12	recognize critical temperature, critical pressure, and triple point using phase diagrams of one-component systems.
	ES.3.1.7	Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
	G.1.2.12	Grades: 9-12	investigate methods of remote sensing for measuring and monitoring the earth's crust.

		LS.3.1.1 Grades: 9-12	identify the cell organelles in which photosynthesis and respiration occur, given diagrams or descriptions.
		P.4.3.1 Grades: 9-12	solve problems regarding heat, mass, specific heat capacity, and temperature change, given the equation.
		PS.2.3.2 Grades: 9-12	determine the effects of pressure, temperature, or volume (related to Charles' and Boyle's law) on the behavior of gases, given a diagram
		PS.4.1.3 Grades: 9-12	determine the temperature scale, given the boiling and/or freezing point of water.
		SPI 3103.1.2 Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
		SR.2.1.4 Grades: 9-12	show correct use of scientific instruments.
		SR.3.1.3 Grades: 9-12	describe basic laboratory procedures.
		SR.3.2.1 Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
		SR.3.2.3 Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
18	<u>Acid Rain</u>	SR.4.1.2 Grades: 9-12	collect data with hand-held technology.
		8.13.spi.2 Grades: 8	identify a substance as an acid or a base, given its pH.
		5.A.4 Grades: 9-12	analyze student-collected data to make predications or generalizations.
		5.A.5 Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
		5.B.2 Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
		CII.3.2.2 Grades:	classify a solution as neutral, acidic, or

	9-12	basic, and calculate its pH given either the hydrogen or hydroxide ion concentration.
	CII.3.3.6Grades: 9-12	calculate the pH of buffer solutions.
	EC.5.1.2Grades: 9-12	investigate the effects of acid rain on the environment.
	ENS.5.3.2Grades: 9-12	interpret data on ground level ozone, acid rain, and stratospheric ozone, given color-coded maps.
	ES.3.1.7Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
	P.3.1.3Grades: 9- 12	identify a substance as acidic, basic, or neutral, given its pH.
	P.3.2.6Grades: 9- 12	identify the effect of acid rain on the environment, given a scenario.
	PS.3.1.3Grades: 9-12	identify a substance as acidic, basic, or neutral, given its pH.
	PS.3.2.3Grades: 9-12	predict the effect of acid rain on people or the environment, given a scenario.
	SPI 3103.1.2Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
	SR.2.1.4Grades: 9-12	show correct use of scientific instruments.
	SR.3.1.3Grades: 9-12	describe basic laboratory procedures.
	SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
	SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
	SR.4.1.2Grades: 9-12	collect data with hand-held technology.
19	<u>Dissolved Oxygen in</u> 7	7.12.spi.1Grades: 7 determine the measurable properties of

Water

matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)

5.A.4Grades: 9-12 analyze student-collected data to make predications or generalizations.

5.A.5Grades: 9-12 collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.

5.B.2Grades: 9-12 collect and analyze data to make conjectures about geometric relationships.

ES.3.1.7Grades: 9-12 collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).

G.1.2.12Grades: 9-12 investigate methods of remote sensing for measuring and monitoring the earth's crust.

SPI
3103.1.2Grades: 9-12 Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.

SR.2.1.4Grades: 9-12 show correct use of scientific instruments.

SR.3.1.3Grades: 9-12 describe basic laboratory procedures.

SR.3.2.1Grades: 9-12 design and use appropriate procedures for laboratory and fieldwork.

SR.3.2.3Grades: 9-12 demonstrate appropriate use of scientific tools and instruments.

SR.4.1.2Grades: 9-12 collect data with hand-held technology.

20 Watershed Testing

7.12.spi.1Grades: 7 determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)

5.A.4Grades: 9-12 analyze student-collected data to make predications or generalizations.

		5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
		5.B.2Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
		EC.5.2.1Grades: 9-12	conduct and interpret the results of various water quality tests.
		EC.5.3.4Grades: 9-12	conduct a study of a local watershed.
		ES.3.1.7Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
		G.1.2.12Grades: 9-12	investigate methods of remote sensing for measuring and monitoring the earth's crust.
		SPI 3103.1.2Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
		SR.2.1.4Grades: 9-12	show correct use of scientific instruments.
		SR.3.1.3Grades: 9-12	describe basic laboratory procedures.
		SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
		SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
		SR.4.1.2Grades: 9-12	collect data with hand-held technology.
21	<u>Physical Profile of a Lake</u>	7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
		SPI 0706.5.1Grades: 7	Interpret and employ various graphs and charts to represent data.

8.13.spi.2Grades: 8	identify a substance as an acid or a base, given its pH.
5.A.4Grades: 9-12	analyze student-collected data to make predications or generalizations.
5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
5.B.2Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
CII.2.2.1Grades: 9-12	recognize critical temperature, critical pressure, and triple point using phase diagrams of one-component systems.
CII.3.2.2Grades: 9-12	classify a solution as neutral, acidic, or basic, and calculate its pH given either the hydrogen or hydroxide ion concentration.
CII.3.3.6Grades: 9-12	calculate the pH of buffer solutions.
ES.1.2.7Grades: 9-12	interpret a tide chart using an almanac or the Internet.
ES.3.1.7Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
G.1.2.12Grades: 9-12	investigate methods of remote sensing for measuring and monitoring the earth's crust.
P.3.1.3Grades: 9-12	identify a substance as acidic, basic, or neutral, given its pH.
P.4.3.1Grades: 9-12	solve problems regarding heat, mass, specific heat capacity, and temperature change, given the equation.
PS.2.3.2Grades: 9-12	determine the effects of pressure, temperature, or volume (related to Charles' and Boyle's law) on the behavior of gases, given a diagram
PS.3.1.3Grades:	identify a substance as acidic, basic, or

	9-12	neutral, given its pH.
	PS.4.1.3Grades: 9-12	determine the temperature scale, given the boiling and/or freezing point of water.
	SPI 3103.1.2Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
	SR.2.1.4Grades: 9-12	show correct use of scientific instruments.
	SR.3.1.3Grades: 9-12	describe basic laboratory procedures.
	SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
	SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
	SR.4.1.2Grades: 9-12	collect data with hand-held technology.
22	<u>Osmosis</u>	
	7.1.spi.6Grades: 7	predict the movement of substances through osmosis or diffusion across the cell membrane, given solutions of different concentrations..
	7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
	5.A.4Grades: 9-12	analyze student-collected data to make predications or generalizations.
	5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
	5.B.2Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
	CI.4.2.3Grades: 9-12	calculate the concentration of a solution in terms of molarity or mass percent, given mass of solute, and mass or volume of solution.

	CII.2.2.3	Grades: 9-12	calculate concentration of solutions (e.g., molarity, molality, and mass percent).
	CII.2.2.4	Grades: 9-12	determine the concentration of a dilute solution that is prepared from a concentrated solution of known molarity.
	CII.2.3.2	Grades: 9-12	investigate Beer's law using a dilution series.
	CII.3.3.7	Grades: 9-12	calculate the solubility and resulting concentration using the common-ion effect.
	ES.3.1.7	Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
	G.1.2.12	Grades: 9-12	investigate methods of remote sensing for measuring and monitoring the earth's crust.
	SPI 3103.1.2	Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
	SR.2.1.4	Grades: 9-12	show correct use of scientific instruments.
	SR.3.1.3	Grades: 9-12	describe basic laboratory procedures.
	SR.3.2.1	Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
	SR.3.2.3	Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
	SR.4.1.2	Grades: 9-12	collect data with hand-held technology.
23A <u>Effect of Temperature on Cold-Blooded Organisms</u>	7.12.spi.1	Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
	7.3.spi.3	Grades: 7	select the structures that animals use to obtain oxygen.

7.3.spi.5Grades: 7	select the illustration that depicts the movement of oxygen and carbon dioxide between living things and their environment.
7.3.spi.6Grades: 7	identify the reactants and products of photosynthesis and respiration.
7.3.tpi.4Grades: 7	classify animals according to their means of obtaining oxygen.
5.A.4Grades: 9-12	analyze student-collected data to make predications or generalizations.
5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
5.B.2Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
AP.4.3.2Grades: 9-12	compare the molecular affinity of hemoglobin to oxygen with that of hemoglobin to carbon monoxide.
AP.5.2.6Grades: 9-12	differentiate among carbohydrate, lipid, and protein metabolism by the body.
BI.3.1.1Grades: 9-12	identify the reactants and products of photosynthesis and/or respiration, given equations.
BI.3.1.1Grades: 9-12	identify the reactants and products of photosynthesis and respiration, given the equations.
BI.3.1.3Grades: 9-12	interpret a diagram of the oxygen-carbon dioxide cycle, given a diagram.
BI.3.2.2Grades: 9-12	investigate the interdependence of photosynthesis and respiration in living organisms, given a diagram or scenario.
BI.3.2.2Grades: 9-12	relate the interdependence of the processes of photosynthesis and respiration to living organisms, given a diagram or a description.
BI.3.3.1Grades:	recognize the transfer of energy from

	9-12	respiration to cellular work, given an equation or diagram of the ATP cycle.
	BII.1.2.2Grades: 9-12	relate methods of respiration to the anatomy and the habitat of an animal.
	EC.1.2.1Grades: 9-12	explain the chemical components of biological processes such as photosynthesis, respiration, nitrogen fixation, or decomposition.
	ES.3.1.7Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
	G.1.2.12Grades: 9-12	investigate methods of remote sensing for measuring and monitoring the earth's crust.
	LS.3.1.2Grades: 9-12	identify the reactants and products of photosynthesis and respiration, given equations.
	LS.3.3.1Grades: 9-12	analyze the relationship between photosynthesis and respiration, given diagrams and descriptions.
	SPI 3103.1.2Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
	SR.2.1.4Grades: 9-12	show correct use of scientific instruments.
	SR.3.1.3Grades: 9-12	describe basic laboratory procedures.
	SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
	SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
	SR.4.1.2Grades: 9-12	collect data with hand-held technology.
23B <u>Effect of Temperature on Cold-Blooded</u>	7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size

Organisms

(length, width, height), temperature.)

7.3.spi.3Grades: 7	select the structures that animals use to obtain oxygen.
7.3.spi.5Grades: 7	select the illustration that depicts the movement of oxygen and carbon dioxide between living things and their environment.
7.3.spi.6Grades: 7	identify the reactants and products of photosynthesis and respiration.
7.3.tpi.4Grades: 7	classify animals according to their means of obtaining oxygen.
5.A.4Grades: 9-12	analyze student-collected data to make predications or generalizations.
5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
5.B.2Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
AP.4.3.2Grades: 9-12	compare the molecular affinity of hemoglobin to oxygen with that of hemoglobin to carbon monoxide.
AP.5.2.6Grades: 9-12	differentiate among carbohydrate, lipid, and protein metabolism by the body.
BI.3.1.1Grades: 9-12	identify the reactants and products of photosynthesis and/or respiration, given equations.
BI.3.1.1Grades: 9-12	identify the reactants and products of photosynthesis and respiration, given the equations.
BI.3.1.3Grades: 9-12	interpret a diagram of the oxygen-carbon dioxide cycle, given a diagram.
BI.3.2.2Grades: 9-12	investigate the interdependence of photosynthesis and respiration in living organisms, given a diagram or scenario.
BI.3.2.2Grades: 9-12	relate the interdependence of the

	processes of photosynthesis and respiration to living organisms, given a diagram or a description.
BI.3.3.1 Grades: 9-12	recognize the transfer of energy from respiration to cellular work, given an equation or diagram of the ATP cycle.
BII.1.2.2 Grades: 9-12	relate methods of respiration to the anatomy and the habitat of an animal.
EC.1.2.1 Grades: 9-12	explain the chemical components of biological processes such as photosynthesis, respiration, nitrogen fixation, or decomposition.
ES.3.1.7 Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
G.1.2.12 Grades: 9-12	investigate methods of remote sensing for measuring and monitoring the earth's crust.
LS.3.1.2 Grades: 9-12	identify the reactants and products of photosynthesis and respiration, given equations.
LS.3.3.1 Grades: 9-12	analyze the relationship between photosynthesis and respiration, given diagrams and descriptions.
SPI 3103.1.2 Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
SR.2.1.4 Grades: 9-12	show correct use of scientific instruments.
SR.3.1.3 Grades: 9-12	describe basic laboratory procedures.
SR.3.2.1 Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
SR.3.2.3 Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.

	SR.4.1.2Grades: 9-12	collect data with hand-held technology.
24A <u>Lactase Action</u>	7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
	5.A.4Grades: 9-12	analyze student-collected data to make predications or generalizations.
	5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
	5.B.2Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
	AP.5.1.1Grades: 9-12	identify the organs of the digestive system, given a chart, diagram, specimen, or model.
	AP.5.1.2Grades: 9-12	give one or more specific function of each region/organ of the digestive system.
	AP.5.2.1Grades: 9-12	identify the types of tissue from each organ within the digestive system.
	AP.5.2.2Grades: 9-12	correlate the source organ and function of the enzymes and hormones within the digestive system.
	AP.5.3.2Grades: 9-12	trace a particular food item through the digestive tract, listing biochemical reactions, enzymes, and resultant substances formed.
	EC.1.2.5Grades: 9-12	read and interpret population graphs and list the factors that might result in the trend represented in the graphs.
	ENS.1.2.8Grades: 9-12	read and interpret a population graph.
	ES.3.1.7Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).

	G.1.2.12Grades: 9-12	investigate methods of remote sensing for measuring and monitoring the earth's crust.
	SPI 3103.1.2Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
	SR.2.1.4Grades: 9-12	show correct use of scientific instruments.
	SR.3.1.3Grades: 9-12	describe basic laboratory procedures.
	SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
	SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
	SR.4.1.2Grades: 9-12	collect data with hand-held technology.
	SR.4.1.3Grades: 9-12	analyze alternate methods for representing data graphically.
	SR.4.2.1Grades: 9-12	use spreadsheets, graphing, and database programs.
24B <u>Lactase Action</u>	7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
	5.A.4Grades: 9-12	analyze student-collected data to make predications or generalizations.
	5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
	5.B.2Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
	AP.5.1.1Grades: 9-12	identify the organs of the digestive system, given a chart, diagram, specimen, or model.
	AP.5.1.2Grades:	give one or more specific function of each

9-12	region/organ of the digestive system.
AP.5.2.1Grades: 9-12	identify the types of tissue from each organ within the digestive system.
AP.5.2.2Grades: 9-12	correlate the source organ and function of the enzymes and hormones within the digestive system.
AP.5.3.2Grades: 9-12	trace a particular food item through the digestive tract, listing biochemical reactions, enzymes, and resultant substances formed.
EC.1.2.5Grades: 9-12	read and interpret population graphs and list the factors that might result in the trend represented in the graphs.
ENS.1.2.8Grades: 9-12	read and interpret a population graph.
ES.3.1.7Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
G.1.2.12Grades: 9-12	investigate methods of remote sensing for measuring and monitoring the earth's crust.
SPI 3103.1.2Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
SR.2.1.4Grades: 9-12	show correct use of scientific instruments.
SR.3.1.3Grades: 9-12	describe basic laboratory procedures.
SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
SR.4.1.2Grades: 9-12	collect data with hand-held technology.
SR.4.1.3Grades:	analyze alternate methods for representing

		9-12	data graphically.
		SR.4.2.1 Grades: 9-12	use spreadsheets, graphing, and database programs.
25	<u>Primary Productivity</u>	7.12.spi.1 Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
		7.3.spi.6 Grades: 7	identify the reactants and products of photosynthesis and respiration.
		BI.3.1.1 Grades: 9-12	identify the reactants and products of photosynthesis and/or respiration, given equations.
		BI.3.1.1 Grades: 9-12	identify the reactants and products of photosynthesis and respiration, given the equations.
		BI.3.1.3 Grades: 9-12	interpret a diagram of the oxygen-carbon dioxide cycle, given a diagram.
		BI.3.2.2 Grades: 9-12	investigate the interdependence of photosynthesis and respiration in living organisms, given a diagram or scenario.
		BI.3.2.2 Grades: 9-12	relate the interdependence of the processes of photosynthesis and respiration to living organisms, given a diagram or a description.
		BI.3.3.1 Grades: 9-12	recognize the transfer of energy from respiration to cellular work, given an equation or diagram of the ATP cycle.
		BII.1.2.2 Grades: 9-12	relate methods of respiration to the anatomy and the habitat of an animal.
		EC.1.2.1 Grades: 9-12	explain the chemical components of biological processes such as photosynthesis, respiration, nitrogen fixation, or decomposition.
		ES.3.1.7 Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).

		G.1.2.12Grades: 9-12	investigate methods of remote sensing for measuring and monitoring the earth's crust.
		LS.3.1.2Grades: 9-12	identify the reactants and products of photosynthesis and respiration, given equations.
		LS.3.3.1Grades: 9-12	analyze the relationship between photosynthesis and respiration, given diagrams and descriptions.
		SR.2.1.4Grades: 9-12	show correct use of scientific instruments.
		SR.3.1.3Grades: 9-12	describe basic laboratory procedures.
		SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
		SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
		SR.4.1.2Grades: 9-12	collect data with hand-held technology.
26	<u>Control of Human Respiration</u>	7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
		7.3.spi.6Grades: 7	identify the reactants and products of photosynthesis and respiration.
		5.A.4Grades: 9-12	analyze student-collected data to make predications or generalizations.
		5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
		5.B.2Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
		BI.3.1.1Grades: 9-12	identify the reactants and products of photosynthesis and/or respiration, given equations.
		BI.3.1.1Grades:	identify the reactants and products of

9-12	photosynthesis and respiration, given the equations.
BI.3.1.3Grades: 9-12	interpret a diagram of the oxygen-carbon dioxide cycle, given a diagram.
BI.3.2.2Grades: 9-12	investigate the interdependence of photosynthesis and respiration in living organisms, given a diagram or scenario.
BI.3.2.2Grades: 9-12	relate the interdependence of the processes of photosynthesis and respiration to living organisms, given a diagram or a description.
BI.3.3.1Grades: 9-12	recognize the transfer of energy from respiration to cellular work, given an equation or diagram of the ATP cycle.
BII.1.2.2Grades: 9-12	relate methods of respiration to the anatomy and the habitat of an animal.
EC.1.2.1Grades: 9-12	explain the chemical components of biological processes such as photosynthesis, respiration, nitrogen fixation, or decomposition.
ES.3.1.7Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
G.1.2.12Grades: 9-12	investigate methods of remote sensing for measuring and monitoring the earth's crust.
LS.3.1.2Grades: 9-12	identify the reactants and products of photosynthesis and respiration, given equations.
LS.3.3.1Grades: 9-12	analyze the relationship between photosynthesis and respiration, given diagrams and descriptions.
SPI 3103.1.2Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
SR.2.1.4Grades:	show correct use of scientific instruments.

	9-12	
	SR.3.1.3Grades: 9-12	describe basic laboratory procedures.
	SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
	SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
	SR.4.1.2Grades: 9-12	collect data with hand-held technology.
27A <u>Heart Rate and Physical Fitness</u>	7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
	5.A.4Grades: 9-12	analyze student-collected data to make predications or generalizations.
	5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
	5.B.2Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
	AP.4.1.2Grades: 9-12	identify the layers, chambers, and valves of the heart.
	AP.4.1.3Grades: 9-12	trace the pathway of blood flow through the heart.
	AP.4.2.3Grades: 9-12	identify the structures of the mammalian heart.
	AP.4.3.1Grades: 9-12	identify the biochemical and physiological events related to contraction of the heart.
	AP.4.3.4Grades: 9-12	describe the conduction system of the heart in physiological and structural terms.
	BII.1.2.4Grades: 9-12	compare the circulatory systems of representative organisms, components of blood, and the differences among vertebrate hearts.
	EC.1.2.5Grades:	read and interpret population graphs and

	9-12	list the factors that might result in the trend represented in the graphs.
	ENS.1.2.8Grades: 9-12	read and interpret a population graph.
	ES.3.1.7Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
	G.1.2.12Grades: 9-12	investigate methods of remote sensing for measuring and monitoring the earth's crust.
	SPI 3103.1.2Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
	SR.2.1.4Grades: 9-12	show correct use of scientific instruments.
	SR.3.1.3Grades: 9-12	describe basic laboratory procedures.
	SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
	SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
	SR.4.1.2Grades: 9-12	collect data with hand-held technology.
	SR.4.1.3Grades: 9-12	analyze alternate methods for representing data graphically.
	SR.4.2.1Grades: 9-12	use spreadsheets, graphing, and database programs.
27B <u>Heart Rate and Physical Fitness</u>	7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
	5.A.4Grades: 9-12	analyze student-collected data to make predications or generalizations.
	5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line)

	both by hand and using appropriate technology.
5.B.2 Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
AP.4.1.2 Grades: 9-12	identify the layers, chambers, and valves of the heart.
AP.4.1.3 Grades: 9-12	trace the pathway of blood flow through the heart.
AP.4.2.3 Grades: 9-12	identify the structures of the mammalian heart.
AP.4.3.1 Grades: 9-12	identify the biochemical and physiological events related to contraction of the heart.
AP.4.3.4 Grades: 9-12	describe the conduction system of the heart in physiological and structural terms.
BII.1.2.4 Grades: 9-12	compare the circulatory systems of representative organisms, components of blood, and the differences among vertebrate hearts.
EC.1.2.5 Grades: 9-12	read and interpret population graphs and list the factors that might result in the trend represented in the graphs.
ENS.1.2.8 Grades: 9-12	read and interpret a population graph.
ES.3.1.7 Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
G.1.2.12 Grades: 9-12	investigate methods of remote sensing for measuring and monitoring the earth's crust.
SPI 3103.1.2 Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
SR.2.1.4 Grades: 9-12	show correct use of scientific instruments.
SR.3.1.3 Grades:	describe basic laboratory procedures.

		9-12	
		SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
		SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
		SR.4.1.2Grades: 9-12	collect data with hand-held technology.
		SR.4.1.3Grades: 9-12	analyze alternate methods for representing data graphically.
		SR.4.2.1Grades: 9-12	use spreadsheets, graphing, and database programs.
28	<u>Monitoring EKG</u>	7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
		5.A.4Grades: 9-12	analyze student-collected data to make predications or generalizations.
		5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
		5.B.2Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
		AP.4.1.2Grades: 9-12	identify the layers, chambers, and valves of the heart.
		AP.4.1.3Grades: 9-12	trace the pathway of blood flow through the heart.
		AP.4.2.3Grades: 9-12	identify the structures of the mammalian heart.
		AP.4.2.4Grades: 9-12	use a variety of methods to measure blood pressure and pulse.
		AP.4.3.1Grades: 9-12	identify the biochemical and physiological events related to contraction of the heart.
		AP.4.3.4Grades: 9-12	describe the conduction system of the heart in physiological and structural terms.

		BII.1.2.4Grades: 9-12	compare the circulatory systems of representative organisms, components of blood, and the differences among vertebrate hearts.
		EC.1.2.5Grades: 9-12	read and interpret population graphs and list the factors that might result in the trend represented in the graphs.
		ENS.1.2.8Grades: 9-12	read and interpret a population graph.
		ES.3.1.7Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
		G.1.2.12Grades: 9-12	investigate methods of remote sensing for measuring and monitoring the earth's crust.
		SPI 3103.1.2Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
		SR.2.1.4Grades: 9-12	show correct use of scientific instruments.
		SR.3.1.3Grades: 9-12	describe basic laboratory procedures.
		SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
		SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
		SR.4.1.2Grades: 9-12	collect data with hand-held technology.
		SR.4.1.3Grades: 9-12	analyze alternate methods for representing data graphically.
		SR.4.2.1Grades: 9-12	use spreadsheets, graphing, and database programs.
29	<u>Ventilation and Heart Rate</u>	7.3.spi.6Grades: 7	identify the reactants and products of photosynthesis and respiration.
		5.A.4Grades: 9-12	analyze student-collected data to make

predications or generalizations.

5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
5.B.2Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
AP.4.2.4Grades: 9-12	use a variety of methods to measure blood pressure and pulse.
BI.3.1.1Grades: 9-12	identify the reactants and products of photosynthesis and/or respiration, given equations.
BI.3.1.1Grades: 9-12	identify the reactants and products of photosynthesis and respiration, given the equations.
BI.3.1.3Grades: 9-12	interpret a diagram of the oxygen-carbon dioxide cycle, given a diagram.
BI.3.2.2Grades: 9-12	investigate the interdependence of photosynthesis and respiration in living organisms, given a diagram or scenario.
BI.3.2.2Grades: 9-12	relate the interdependence of the processes of photosynthesis and respiration to living organisms, given a diagram or a description.
BI.3.3.1Grades: 9-12	recognize the transfer of energy from respiration to cellular work, given an equation or diagram of the ATP cycle.
BII.1.2.2Grades: 9-12	relate methods of respiration to the anatomy and the habitat of an animal.
EC.1.2.1Grades: 9-12	explain the chemical components of biological processes such as photosynthesis, respiration, nitrogen fixation, or decomposition.
ES.3.1.7Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).

		LS.3.1.2Grades: 9-12	identify the reactants and products of photosynthesis and respiration, given equations.
		LS.3.3.1Grades: 9-12	analyze the relationship between photosynthesis and respiration, given diagrams and descriptions.
		SPI 3103.1.2Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
		SR.2.1.4Grades: 9-12	show correct use of scientific instruments.
		SR.3.1.3Grades: 9-12	describe basic laboratory procedures.
		SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
		SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
		SR.4.1.2Grades: 9-12	collect data with hand-held technology.
30	<u>Oxygen Gas and Human Respiration</u>	7.3.spi.3Grades: 7	select the structures that animals use to obtain oxygen.
		7.3.spi.5Grades: 7	select the illustration that depicts the movement of oxygen and carbon dioxide between living things and their environment.
		7.3.spi.6Grades: 7	identify the reactants and products of photosynthesis and respiration.
		7.3.spi.8Grades: 7	interpret a diagram depicting the oxygen-carbon dioxide cycle.
		7.3.tpi.4Grades: 7	classify animals according to their means of obtaining oxygen.
		5.A.4Grades: 9-12	analyze student-collected data to make predications or generalizations.
		5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate

technology.

5.B.2Grades: 9-12 collect and analyze data to make conjectures about geometric relationships.

AP.4.3.2Grades: 9-12 compare the molecular affinity of hemoglobin to oxygen with that of hemoglobin to carbon monoxide.

BI.3.1.1Grades: 9-12 identify the reactants and products of photosynthesis and/or respiration, given equations.

BI.3.1.1Grades: 9-12 identify the reactants and products of photosynthesis and respiration, given the equations.

BI.3.1.3Grades: 9-12 interpret a diagram of the oxygen-carbon dioxide cycle, given a diagram.

BI.3.2.2Grades: 9-12 investigate the interdependence of photosynthesis and respiration in living organisms, given a diagram or scenario.

BI.3.2.2Grades: 9-12 relate the interdependence of the processes of photosynthesis and respiration to living organisms, given a diagram or a description.

BI.3.3.1Grades: 9-12 recognize the transfer of energy from respiration to cellular work, given an equation or diagram of the ATP cycle.

BII.1.2.2Grades: 9-12 relate methods of respiration to the anatomy and the habitat of an animal.

EC.1.2.1Grades: 9-12 explain the chemical components of biological processes such as photosynthesis, respiration, nitrogen fixation, or decomposition.

ES.3.1.7Grades: 9-12 collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).

LS.3.1.2Grades: 9-12 identify the reactants and products of photosynthesis and respiration, given equations.

	LS.3.3.1Grades: 9-12	analyze the relationship between photosynthesis and respiration, given diagrams and descriptions.
	SPI 3103.1.2Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
	SR.2.1.4Grades: 9-12	show correct use of scientific instruments.
	SR.3.1.3Grades: 9-12	describe basic laboratory procedures.
	SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
	SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
	SR.4.1.2Grades: 9-12	collect data with hand-held technology.
31A <u>Photosynthesis and Respiration</u>	7.3.spi.2Grades: 7	identify photosynthesis as the food making process in plants.
	7.3.spi.3Grades: 7	select the structures that animals use to obtain oxygen.
	7.3.spi.5Grades: 7	select the illustration that depicts the movement of oxygen and carbon dioxide between living things and their environment.
	7.3.spi.6Grades: 7	identify the reactants and products of photosynthesis and respiration.
	7.3.spi.7Grades: 7	associate the processes of photosynthesis and respiration with appropriate cellular organelles.
	7.3.spi.8Grades: 7	interpret a diagram depicting the oxygen-carbon dioxide cycle.
	7.3.tpi.4Grades: 7	classify animals according to their means of obtaining oxygen.
	5.A.4Grades: 9-12	analyze student-collected data to make predications or generalizations.

5.A.5 Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
5.B.2 Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
AP.4.3.2 Grades: 9-12	compare the molecular affinity of hemoglobin to oxygen with that of hemoglobin to carbon monoxide.
BI.3.1.1 Grades: 9-12	identify the reactants and products of photosynthesis and/or respiration, given equations.
BI.3.1.1 Grades: 9-12	identify the reactants and products of photosynthesis and respiration, given the equations.
BI.3.1.2 Grades: 9-12	identify the cell organelle in which photosynthesis occurs, given a diagram of a plant.
BI.3.1.2 Grades: 9-12	identify the cell organelle in which photosynthesis or respiration occurs, given a diagram.
BI.3.1.3 Grades: 9-12	interpret a diagram of the oxygen-carbon dioxide cycle, given a diagram.
BI.3.2.2 Grades: 9-12	investigate the interdependence of photosynthesis and respiration in living organisms, given a diagram or scenario.
BI.3.2.2 Grades: 9-12	relate the interdependence of the processes of photosynthesis and respiration to living organisms, given a diagram or a description.
BI.3.3.1 Grades: 9-12	recognize the transfer of energy from respiration to cellular work, given an equation or diagram of the ATP cycle.
BII.1.2.2 Grades: 9-12	relate methods of respiration to the anatomy and the habitat of an animal.
EC.1.1.1 Grades: 9-12	illustrate that energy for life is provided by the sun that is captured by plants through photosynthesis.

	EC.1.2.1Grades: 9-12	explain the chemical components of biological processes such as photosynthesis, respiration, nitrogen fixation, or decomposition.
	ENS.1.1.4Grades: 9-12	recognize that energy for life is provided by the sun and is captured by plants through photosynthesis.
	ES.3.1.7Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
	LS.3.1.1Grades: 9-12	identify the cell organelles in which photosynthesis and respiration occur, given diagrams or descriptions.
	LS.3.1.2Grades: 9-12	identify the reactants and products of photosynthesis and respiration, given equations.
	LS.3.3.1Grades: 9-12	analyze the relationship between photosynthesis and respiration, given diagrams and descriptions.
	SPI 3103.1.2Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
	SR.2.1.4Grades: 9-12	show correct use of scientific instruments.
	SR.3.1.3Grades: 9-12	describe basic laboratory procedures.
	SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
	SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
	SR.4.1.2Grades: 9-12	collect data with hand-held technology.
31B <u>Photosynthesis and Respiration</u>	7.3.spi.2Grades: 7	identify photosynthesis as the food making process in plants.
	7.3.spi.3Grades: 7	select the structures that animals use to obtain oxygen.

7.3.spi.5Grades: 7	select the illustration that depicts the movement of oxygen and carbon dioxide between living things and their environment.
7.3.spi.6Grades: 7	identify the reactants and products of photosynthesis and respiration.
7.3.spi.7Grades: 7	associate the processes of photosynthesis and respiration with appropriate cellular organelles.
7.3.spi.8Grades: 7	interpret a diagram depicting the oxygen-carbon dioxide cycle.
7.3.tpi.4Grades: 7	classify animals according to their means of obtaining oxygen.
5.A.4Grades: 9-12	analyze student-collected data to make predications or generalizations.
5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
5.B.2Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
AP.4.3.2Grades: 9-12	compare the molecular affinity of hemoglobin to oxygen with that of hemoglobin to carbon monoxide.
BI.3.1.1Grades: 9-12	identify the reactants and products of photosynthesis and/or respiration, given equations.
BI.3.1.1Grades: 9-12	identify the reactants and products of photosynthesis and respiration, given the equations.
BI.3.1.2Grades: 9-12	identify the cell organelle in which photosynthesis occurs, given a diagram of a plant.
BI.3.1.2Grades: 9-12	identify the cell organelle in which photosynthesis or respiration occurs, given a diagram.
BI.3.1.3Grades:	interpret a diagram of the oxygen-carbon

9-12	dioxide cycle, given a diagram.
BI.3.2.2 Grades: 9-12	investigate the interdependence of photosynthesis and respiration in living organisms, given a diagram or scenario.
BI.3.2.2 Grades: 9-12	relate the interdependence of the processes of photosynthesis and respiration to living organisms, given a diagram or a description.
BI.3.3.1 Grades: 9-12	recognize the transfer of energy from respiration to cellular work, given an equation or diagram of the ATP cycle.
BII.1.2.2 Grades: 9-12	relate methods of respiration to the anatomy and the habitat of an animal.
EC.1.1.1 Grades: 9-12	illustrate that energy for life is provided by the sun that is captured by plants through photosynthesis.
EC.1.2.1 Grades: 9-12	explain the chemical components of biological processes such as photosynthesis, respiration, nitrogen fixation, or decomposition.
ENS.1.1.4 Grades: 9-12	recognize that energy for life is provided by the sun and is captured by plants through photosynthesis.
ES.3.1.7 Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
LS.3.1.1 Grades: 9-12	identify the cell organelles in which photosynthesis and respiration occur, given diagrams or descriptions.
LS.3.1.2 Grades: 9-12	identify the reactants and products of photosynthesis and respiration, given equations.
LS.3.3.1 Grades: 9-12	analyze the relationship between photosynthesis and respiration, given diagrams and descriptions.
SPI 3103.1.2 Grades:	Recognize and describe errors in data collection and analysis as well as

	9-12	identifying representations of data as being accurate or misleading.
	SR.2.1.4Grades: 9-12	show correct use of scientific instruments.
	SR.3.1.3Grades: 9-12	describe basic laboratory procedures.
	SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
	SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
	SR.4.1.2Grades: 9-12	collect data with hand-held technology.
31C <u>Photosynthesis and Respiration</u>	7.3.spi.2Grades: 7	identify photosynthesis as the food making process in plants.
	7.3.spi.3Grades: 7	select the structures that animals use to obtain oxygen.
	7.3.spi.5Grades: 7	select the illustration that depicts the movement of oxygen and carbon dioxide between living things and their environment.
	7.3.spi.6Grades: 7	identify the reactants and products of photosynthesis and respiration.
	7.3.spi.7Grades: 7	associate the processes of photosynthesis and respiration with appropriate cellular organelles.
	7.3.spi.8Grades: 7	interpret a diagram depicting the oxygen-carbon dioxide cycle.
	7.3.tpi.4Grades: 7	classify animals according to their means of obtaining oxygen.
	5.A.4Grades: 9-12	analyze student-collected data to make predications or generalizations.
	5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
	5.B.2Grades: 9-12	collect and analyze data to make

	conjectures about geometric relationships.
AP.4.3.2Grades: 9-12	compare the molecular affinity of hemoglobin to oxygen with that of hemoglobin to carbon monoxide.
BI.3.1.1Grades: 9-12	identify the reactants and products of photosynthesis and/or respiration, given equations.
BI.3.1.1Grades: 9-12	identify the reactants and products of photosynthesis and respiration, given the equations.
BI.3.1.2Grades: 9-12	identify the cell organelle in which photosynthesis occurs, given a diagram of a plant.
BI.3.1.2Grades: 9-12	identify the cell organelle in which photosynthesis or respiration occurs, given a diagram.
BI.3.1.3Grades: 9-12	interpret a diagram of the oxygen-carbon dioxide cycle, given a diagram.
BI.3.2.2Grades: 9-12	investigate the interdependence of photosynthesis and respiration in living organisms, given a diagram or scenario.
BI.3.2.2Grades: 9-12	relate the interdependence of the processes of photosynthesis and respiration to living organisms, given a diagram or a description.
BI.3.3.1Grades: 9-12	recognize the transfer of energy from respiration to cellular work, given an equation or diagram of the ATP cycle.
BII.1.2.2Grades: 9-12	relate methods of respiration to the anatomy and the habitat of an animal.
EC.1.1.1Grades: 9-12	illustrate that energy for life is provided by the sun that is captured by plants through photosynthesis.
EC.1.2.1Grades: 9-12	explain the chemical components of biological processes such as photosynthesis, respiration, nitrogen fixation, or decomposition.

ENS.1.1.4Grades: 9-12	recognize that energy for life is provided by the sun and is captured by plants through photosynthesis.
ES.3.1.7Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
LS.3.1.1Grades: 9-12	identify the cell organelles in which photosynthesis and respiration occur, given diagrams or descriptions.
LS.3.1.2Grades: 9-12	identify the reactants and products of photosynthesis and respiration, given equations.
LS.3.3.1Grades: 9-12	analyze the relationship between photosynthesis and respiration, given diagrams and descriptions.
SPI 3103.1.2Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
SR.2.1.4Grades: 9-12	show correct use of scientific instruments.
SR.3.1.3Grades: 9-12	describe basic laboratory procedures.
SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
SR.4.1.2Grades: 9-12	collect data with hand-held technology.

APPENDIX D

Special Education Forms and Timeline

Form 1: Parent Consent for Evaluation

Memphis School of Excellence

CONSENT FOR FULL AND INDIVIDUAL INITIAL EVALUATION/RE-EVALUATION CONSENTIMIENTO PARA UNA EVALUACIÓN (INICIAL EXTENSA E INDIVIDUAL) O RE EVALUACIÓN

Student/Estudiante: _____ Student #/# del Estudiante: _____
School/Escuela: _____ Grade/Grado _____ Date of Birth/Fecha de Nacimiento: _____

You have received the NOTICE OF FULL AND INDIVIDUAL EVALUATION/RE-EVALUATION/Usted ha recibido el AVISO DE LA EVALUACIÓN (INICIAL EXTENSA E INDIVIDUAL)/RE EVALUACIÓN.

We need your permission to conduct the evaluations or tests indicated for the reasons described in the Notice./Necesitamos su permiso para llevar a cabo las evaluaciones o exámenes indicados por las razones descritas en este formulario.

Please check the appropriate box by each statement, sign your name and date and return this form to the school as soon as possible./Favor de marcar donde corresponda, firmar su nombre, poner la fecha y regresar este formulario a la escuela, tan pronto como sea posible.

___ Yes/Si ___ No I have been fully informed and understand the evaluation process and why it has been recommended for my child/me./He sido totalmente informado y entiendo el proceso de la evaluación y el por qué ha sido recomendada para mi hijo(a)/o para mí.

___ Yes/Si ___ No I have been given the name and telephone number of a school staff member and other agencies I may call if I want more information or if I have any questions./Se me ha entregado el nombre y el número de teléfono de un miembro del personal de la escuela y de otras agencias a quien puedo llamar si deseo más información o si tengo alguna pregunta. If no please explain:/Si marca no, favor de explicar:

___ Yes/Si ___ No I give my permission for the evaluation that has been recommended for my child/me./Doy mi permiso para la evaluación que ha sido recomendada para mi hijo(a)/o para mí. If no please explain:/Si marca no, favor de explicar:

___ Yes/Si ___ No I understand that my consent is voluntary and may be revoked at any time. However, the revocation is not retroactive./Yo entiendo que mi consentimiento es voluntario y puede ser revocado en cualquier momento. Sin embargo, la revocación no es retroactiva.

___ Yes/Si ___ No I have been informed in my native language or other mode of communication./He sido informado(a) en mi idioma natal u otro modo de comunicación.

___ Yes/Si ___ No I give permission for the evaluation to begin immediately by waiving the required five school day waiting period between notice of evaluation and initiation of the evaluation./Doy mi permiso para que se inicie la evaluación inmediatamente, renunciando al aviso requerido de 5 días escolares de espera, entre el aviso y el inicio de la evaluación.

Signature of Parent, guardian, Surrogate Parent, or Adult Student
Firma del padre, guardian, padre sustituto, o estudiante adulto

Date/Fecha

Signature of Interpreter, if used/Firma del intérprete si fue utilizado

Date/Fecha

Please return this form to:/Favor de regresar este formulario a: _____
at/a _____ School Staff Person/Personal de la escuela
School/Escuela _____ as soon as possible./tan pronto como sea posible.

Form 2: Oral Language Rating Scale

MEMPHIS SCHOOL OF EXCELLENCE

School Address, Phone, Fax

ORAL LANGUAGE RATING SCALE

Student Name: _____

DOB: ____/____/____

	1	2	3	4	5
SENTENCE STRUCTURE	Always uses incomplete sentences with grammatical errors	Frequently uses incomplete sentences and/or numerous grammatical	Uses correct grammar; few errors of omission or incorrect use of prepositions, verb tense or pronouns	Above average oral language; rarely makes grammatical errors	Always speaks in grammatically correct sentences
VOCABULARY ABILITY	Always uses immature or improper vocabulary	Limited vocabulary including primary simple nouns, few precise descriptive words	Adequate vocabulary for age and grade	Above average vocabulary; uses numerous precise descriptive words	High level vocabulary; always uses precise words to convey message; uses abstractions
RECALLING WORD	Unable to call forth exact word	Often gropes forward to express himself	Occasionally searches for correct but adequate for age and grade	Above average ability; rarely hesitates on a word	Always speaks well never hesitates or substitutes words
TELLING STORIES	Unable to tell a comprehensive story	Has difficulty relating ideas in logical sequence	Average ability to tell stories	Above average ability; uses logical sequence	Exceptional ability to relate ideas in a logical meaningful manner
IDEA FORMULATION	Unable to relate isolated facts	Has difficulty relating isolated facts; ideas are isolated and incomplete	Usually relates facts into meaningful ideas; adequate for age and grade	Related facts and ideas well	Outstanding ability in relating facts appropriately
SPEECH	Speech is unintelligible and/or always dysfluent	Speech is difficult to understand; sometimes dysfluent; draws attention to itself	Speech is intelligible; fluent; adequate for age	Speech is usually clear and easy to understand	Speech is always distinct and fluent

Completed by: _____

Date: _____

Form 3: Behavior Rating Scale

MEMPHIS SCHOOL OF EXCELLENCE

School Address, Phone, Fax

BEHAVIOR RATING SCALE

Student Name: _____

DOB: ____/____/____

1	2	3	4	5
A. COOPERATION Continually disrupts classroom; unable to inhibit responses	Frequently demands the "spotlight"; often speaks out of turn	Waits his/her turn average for age and grade	Cooperates well; above average	Cooperates without adult encouragement
B. ATTENTION Is never attentive; very distractible	Rarely listens; attention frequently wanders	Attends adequately for age and grade	Above average; almost always attends	Always attends; long attention span
C. ABILITY TO ORGANIZE Is highly disorganized; very slovenly	Often disorganized in manner of work; inexact, careless	Maintains average organization or work; careful	Above average ability to organize and complete work	Always completes assignments in a highly organized manner
D. ADAPTS TO CHANGE Becomes extremely excitable; totally lacking in self-control	Often over-reacts; new situations are disturbing	Adapts adequately for age and grade	Adapts easily and quickly with confidence	Excellent adaptation, initiative, and independence
E. SOCIAL ACCEPTANCE Avoided by others	Tolerated by others	Liked by others; average for age and grade	Well liked by others	Sought by others
F. ACCEPTS RESPONSIBILITY Rejects responsibility; never initiates activity	Avoids responsibility	Accepts a good portion of responsibility; adequate for age and grade	Enjoys responsibility; above average; volunteers	Seeks responsibility; always takes initiative
G. COMPLETES ASSIGNMENTS Never finishes even with guidance	Seldom finishes even with guidance	Average ability to follow through on assignments	Above average ability to complete assignments	Always completes assignments without supervision
H. SOCIALIZATION Always rude	Usually disregards feelings of others	Average tactfulness; adequate social skills	Above average tactfulness; socially correct	Always tactful; excellent social skills; never rude

Completed by: _____

Date: _____

Form 4: Vision and Hearing Screening

Student: _____ Student #: _____ Birth Date: _____

PART III: HEALTH/SOCIOLOGICAL INFORMATION

VISION

Date of most recent screening: _____ Type of screening: _____

Name and position of person conducting screening: _____

- ☐ within normal limits ☐ without glasses ☐ with glasses
☐ not within normal limits (see report from ophthalmologist or optometrist)

☐ Yes ☐ No As a result of the screening, is there any indication of a need for further evaluation or adjustment?
If yes, explain: _____

☐ Yes ☐ No Has any follow-up treatment been recommended? If yes, explain: _____

HEARING

Date of most recent screening: _____ Type of screening: _____

Name and position of person conducting screening: _____

- ☐ within normal limits ☐ unaided ☐ aided
☐ not within normal limits (see report from otologist or audiologist)

☐ Yes ☐ No As a result of the screening, is there any indication of a need for further evaluation or adjustment?
If yes, explain: _____

☐ Yes ☐ No Has any follow-up treatment been recommended? If yes, explain: _____

HEALTH

☐ Yes ☐ No Does this student exhibit any signs of health or medical problems? If yes, cite observations: _____

☐ Yes ☐ No Is there a need for further assessment or referral of a medical problem? If yes, explain: _____

☐ Yes ☐ No Is this student receiving any medication at school? If yes, specify: _____

☐ Yes ☐ No Does this student require adaptive equipment or facility adaptation? If yes, specify: _____

☐ Yes ☐ No Does this student come to the clinic frequently with physical complaints (headaches, stomach aches, etc.)? If yes, provide what information you can without compromising confidentiality. _____

Signature: _____ Position: _____ Date: _____

Student: _____ Student #: _____ Birth Date: _____

SOCIOLOGICAL

- ☐ Form was sent home for parent to complete
- ☐ Form was completed by _____ on _____
during a phone conference with _____ relation to child _____
- ☐ An interpreter was used to assist the family in filling out the form.
Language or mode of communication: _____
Signature of interpreter: _____

FAMILY INFORMATION

Names of Parents/Step Parents/Guardians/Foster Parents with whom the child resides.

_____ Relationship to child _____

_____ Relationship to child _____

Is/are parent(s) employed? ___ Yes ___ No If yes, where? _____

Level of education of parents? _____

Number of siblings living in home: _____ Others living in the home: _____

Have there been any recent significant changes in the family, such as moves, births, deaths, illness, etc.)? ___ Yes
___ No If yes, please explain.

What is the family's expectation for their child's education? _____

What do they do to support their child's efforts in school? _____

LANGUAGE HISTORY

What languages are spoken in the home? _____

Was this the child's first language? _____

What language(s) does the child speak to his/her parents? _____

What language(s) does the child speak to his/her peers? _____

What language(s) do the parents use to speak to the child? _____

What language(s) do the brothers/sisters use to speak to the student? _____

EDUCATIONAL HISTORY

Has the student always attended school in this school district? ___ Yes ___ No If no, what other school(s) did the
student attend and when?

Year: _____ Grade: _____ School/District: _____

Year: _____ Grade: _____ School/District: _____

Year: _____ Grade: _____ School/District: _____

Year: _____ Grade: _____ School/District: _____

Year: _____ Grade: _____ School/District: _____

Has the student ever been retained? ___ Yes ___ No If yes, when and why? _____

Has the student ever attended school outside of the United States? ___ Yes ___ No if yes, please provide the
following. Country: _____ Grades attended: _____ Years: _____

Language of Instruction: _____ When did the child enroll in school in the US? _____

Has the student ever been evaluated? ___ Yes ___ No If yes, by whom? _____

When? _____ Why? _____

Student: _____ Student #: _____ Birth Date: _____

EDUCATIONAL HISTORY (cont.)

Did the child attend pre-school? ☐ Yes ☐ No If yes, where? _____

Does anyone in the family have a history of learning and/or speech problems? ☐ Yes ☐ No If yes, please explain. _____

HEALTH HISTORY

Country where student was born: _____

Any significant problems during the pregnancy? ☐ lack of pre-natal care ☐ took prescribed drugs or medications ☐ used other substances, such as cigarettes, alcohol or non-prescriptions drugs ☐ medical complications, serious illnesses or accidents
If any of the above are checked, please provide additional information.

Did the child experience any health complications at or follow birth or during infancy? ☐ Yes ☐ No If yes, please explain.

Has the student ever been seriously ill, seriously injured, or hospitalized? ☐ Yes ☐ No If yes, please explain.

Has the student had any of the following? ☐ asthma ☐ allergies ☐ ear infections ☐ respiratory infections
☐ convulsions ☐ high fevers ☐ heart problems ☐ kidney problems ☐ head injury ☐ vision problems
☐ hearing problems ☐ other: _____

If any are checked, please provide information related to treatment, prognosis, on going care, etc.

Has the student been given any of the following medical diagnosis' by a medical doctor or licensed psychologist?
☐ Down's Syndrome ☐ Fragile X ☐ ADD/ADHD ☐ Blindness ☐ Deafness ☐ Developmental Delay
☐ Prader-Willi Syndrome ☐ Seizure Disorder ☐ Cerebral Palsy ☐ Tourette's Syndrome ☐ Spina Bifida
☐ Pervasive Developmental Delay ☐ Autism ☐ Fetal Alcohol Syndrome ☐ Bi-Polar Disorder
☐ Other: _____

If any are checked, is the child currently under a doctor's care or taking medicine other than vitamins? ☐ Yes
☐ No If yes, please provide name of doctor, type of medication.

DE ELOP ENTAL DATA

Did the child go through developmental milestones at an appropriate rate? ☐ Yes ☐ No If no, please provide information about delays observed.

If the student appears to have significant articulation problems, check all that apply. ☐ experienced feeding problems during infancy ☐ used a pacifier ☐ sucked thumb or finger If any are checked, provide information as to how long, and whether or not any are still occurring.

Student: _____ Student #: _____ Birth Date: _____

HOME BEHAVIORS

Never	Seldom	Sometimes	Usually	Skill Area (Home)
				Appears to be happy
				Gets along well with others the same age
				Gets along well with parents
				Gets along well with other adults
				Follows rules and complies with requests at home
				Accepts criticism or correction appropriately
				Gets ready for school without unusual difficulty or delay
				Uses appropriate social language
				Becomes easily frustrated
				Has difficulty sleeping at night
				Appears unusually clumsy
				Normal activity level
				Displays heightened stress in cross cultural interactions

Additional information and/or comments regarding behavior.

PARENTAL CONCERNSDoes the parent have any current concerns regarding their child's progress in school? ☐ Yes ☐ No If yes, specify concerns.Does the parent have any current concerns regarding their child's behavior in school? ☐ Yes ☐ No If yes, specify concerns.Does the parent have any current concerns regarding their child's physical health or diagnosed medical needs as they impact their child's progress in school? ☐ Yes ☐ No If yes, specify concerns.Is there any other information the family would like to share regarding their child and how the school might be able to help him/her been more successful? ☐ Yes ☐ No If yes, please specify.

Name of informant: _____ Date: _____

Interviewer: _____

Form 6: Classroom Observation Form

CLASSROOM OBSERVATION

Student: _____ Student #: _____ Age of Student: _____
 Name of Observer: _____ Date of Observation: _____ Length of Observation: _____
 Campus: _____ Location of Observation: _____

RELEVANT BEHAVIOR(S):

Receptive Language:

☐ Yes ☐ No During the observation, the student was observed responding to conversation/questions in such a manner that indicated ability to understand what was said to the class or to him. If no, some examples of this problem are:

Expressive Language:

☐ Yes ☐ No During the observation, the student was observed responding in language that was appropriate for his/her age in vocabulary level, length and complexity of sentences and organization of thought. If no, some examples of this problem are:

Physical Functioning:

☐ Yes ☐ No During the observation, the student was observed engaging in behaviors that indicated he/she had appropriate vision, hearing and motor coordination. If no, some examples of this problem are:

Behavior:

☐ Yes ☐ No During the observation, the student demonstrated the following characteristics.

Characteristics	Poor	Below Avg.	Avg.	Above Avg.	Superior	Not Observed
Appropriate social interactions with peers						
Cooperation with teacher requests						
Appropriate work in interactions with peers						
Ability to work independently						
Ability to attend to task for an appropriate period of time						
Appropriate response to praise						
Appropriate response to correction						
Appropriate activity level						

Provide clarifying information regarding observed behaviors for any characteristics checked poor or below average.

Summary: Based on this observation, the relationship of the observed relevant behaviors to the child's academic functioning is:

Relevant Behavior(s)	Academic Areas				
	Reading	L.A.	Math	Sci	SS
Expressive Language					
Receptive Language					
Physical Functioning					
Behavior					

Use the following codes to indicate how each relevant behavior impacts the students academic functioning:
 1=Severe Impact 2= Moderate Impact 3= Mild Impact 4= No Impact

Provide clarifying information regarding observed behaviors for any areas with a severe or moderate impact.

Signature: _____

Position: _____

EDUCATIONAL SCREENING/EXISTING EVALUATION DATA

Name:	ID#:
Grade:	DOB:

**CURRENT CLASSROOM-BASED ASSESSMENTS
AND OBSERVATIONS****ATTACH SAMPLES OF STUDENT'S WORK.**

What instructional concerns do you have about this student?

- ☐ poor progress acquiring basic reading skills
☐ poor progress acquiring basic math skills
☐ difficulty in spelling
☐ none

- ☐ difficulty producing written work
☐ few appropriate cognitive learning strategies
☐ other: _____

What behavioral concerns do you have about this student?

- ☐ poor attention and concentration
☐ noncompliance with teacher directives
☐ excessively high activity level
☐ difficulty following directions
☐ easily frustrated

- ☐ extreme mood swings
☐ difficulty working with peers
☐ difficulty staying on task
☐ other: _____
☐ other: _____

RATE STUDENT'S BEHAVIOR IN EACH OF THE FOLLOWING AREAS:

Circle one: 1=poor 2=below average 3=average 4=above average 5=superior N=not observed
for each section, rating the student's behavior in relation to other students of the same age.

Receptive Language Skills**English****Other: _____**

Comprehends word meanings	1	2	3	4	5	N	1	2	3	4	5	N
Follows oral instructions	1	2	3	4	5	N	1	2	3	4	5	N
Comprehends classroom discussion	1	2	3	4	5	N	1	2	3	4	5	N
Remembers information just heard	1	2	3	4	5	N	1	2	3	4	5	N

Expressive Language Skills

Displays adequate vocabulary	1	2	3	4	5	N	1	2	3	4	5	N
Uses adequate grammar for general understanding	1	2	3	4	5	N	1	2	3	4	5	N
Expresses self fluently when called upon to speak	1	2	3	4	5	N	1	2	3	4	5	N
Relates a sequence of events in order (telling a story)	1	2	3	4	5	N	1	2	3	4	5	N
Organizes and relates ideas and factual information	1	2	3	4	5	N	1	2	3	4	5	N

Emotional / Behavioral / Social

Generally cooperates or complies with teacher requests	1	2	3	4	5	N
Adapts to new situations without getting upset	1	2	3	4	5	N
Accepts responsibility for own actions	1	2	3	4	5	N
Makes and keeps friends at school	1	2	3	4	5	N
Works cooperatively with others	1	2	3	4	5	N
Has an even, usually happy, disposition	1	2	3	4	5	N
Is pleased with good work	1	2	3	4	5	N
Initiates activities independently	1	2	3	4	5	N
Responds appropriately to praise and correction	1	2	3	4	5	N
Resists becoming discouraged by difficulties or minor setbacks	1	2	3	4	5	N

Motor Coordination

Exhibits adequate gross motor coordination	1	2	3	4	5	N
Displays adequate fine motor coordination	1	2	3	4	5	N

Form 7: Classroom Based Assessment - Page 2

Academic Characteristics -- Compared to students on same GRADE LEVEL.

English/Other _____

Reads aloud material (estimated grade level: _____).	1	2	3	4	5	N
Comprehends material read (estimated grade level: _____).	1	2	3	4	5	N
Performs math computations at expected proficiency (estimated grade level: _____).	1	2	3	4	5	N
Spells material adequately (estimated grade level: _____).	1	2	3	4	5	N
Writes legibly (estimated grade level: _____).	1	2	3	4	5	N
Retains instruction from week to week	1	2	3	4	5	N
Exhibits organization in accomplishing tasks	1	2	3	4	5	N
Completes tasks on time	1	2	3	4	5	N

FOR INITIAL EVALUATION ONLY

Student interventions, services and special programs provided or considered in response to student's problem(s):

	How long?	Currently	Results
<input type="checkbox"/> Counseling			
<input type="checkbox"/> School health services			
<input type="checkbox"/> Title I / Part A (must be provided or considered for students before referral.)			
<input type="checkbox"/> Bilingual program			
<input type="checkbox"/> English as a second language strategies			
<input type="checkbox"/> Local remedial program (specify)			
<input type="checkbox"/> Others (specify)			

Instructional modifications attempted in response to student's problem(s) include:

	How long?	Currently?	Results
<input type="checkbox"/> Individual tutoring			
<input type="checkbox"/> Alternate materials			
<input type="checkbox"/> Ability grouping			
<input type="checkbox"/> Changed seat			
<input type="checkbox"/> Changed class			
<input type="checkbox"/> Behavior management			
<input type="checkbox"/> Grading based on basis of individual growth			
<input type="checkbox"/> Oral tests			
<input type="checkbox"/> Peer tutoring			
<input type="checkbox"/> Modified or shortened assignments			
<input type="checkbox"/> Extra time for completion of work			
<input type="checkbox"/> Taping written materials			
<input type="checkbox"/> Spell checkers			
<input type="checkbox"/> Calculators			
<input type="checkbox"/> Taped textbooks			
<input type="checkbox"/> Others (specify)			
<input type="checkbox"/> English as a second language strategies			
<input type="checkbox"/> Hands on activities			

☐ Does the student exhibit any behaviors in the classroom which might indicate vision or hearing problems? If YES, cite specific observations:
 YES NO

☐ Does this student exhibit any signs of a health or medical problem in the classroom? If YES, cite specific observations:
 YES NO

Signature of person completing this section _____

Position _____

Form 8: Initial Referral Letter to Parent

LETTER TO PARENT

Date/Fecha: _____

To Parent of/A Los Padres de: _____

From/Desde: _____ Campus/Escuela: _____

You are invited to attend a meeting to discuss difficulty your child is having progressing in school. Your participation is important so we can work together to help your child be successful.

Esta invitado a una junta para hablar sobre la dificultad que su hijo(a) esta teniendo en su progreso escolar. Su participación es importante para poder trabajar juntos y ayudar al progreso de su hijo(a).

The meeting will be/La junta sera:

Date of Meeting/Fecha de Junta: _____

Time of Meeting/Hora de la Junta: _____

Place/Lugar: _____

Please contact me should you have any questions at/Por favor pongase en contacto conmigo si tiene alguna pregunta al _____

Signature

Position

Form 9: Intervention Forms - Page 1

Student: _____ Student #: _____ Birth Date: _____

INTERVENTIONS AND ACCOMMODATIONS

ACCOMMODATIONS/ INTERVENTIONS	DATE BEGAN	FOR HOW LONG	RESULTS
<u>Campus Programs:</u> Parent conferences Tutorials Ability Grouping School Counseling SpEd Services consult Dyslexia Program consult TCAP remediation Section 504 Accommodations consult Campus Reading Intervention Program Summer School Pre-K (if eligible) Extended Day Title I Retention Bilingual/ESL services Speech Therapy Consult -			
<u>Scientific Research Based Intervention</u> Description of Program: (include name of intervention as well as a thorough description of the process) (attach additional pages if needed)			(Describe qualitative and quantitative data which supports skills deficit area and need for special education) (attach additional pages if needed)
<u>Academic:</u> ___ altered format of materials ___ tape recording of content/materials ___ calculators/word processors ___ reduced length of assignment ___ alternative materials/content ___ lower reading level materials ___ small group instruction ___ note takers/sharing notes ___ limited paper/pencil tasks ___ modified tests - specify: _____ ___ individual instruction ___ frequent feedback ___ extended time ___ word banks ___ study aids/manipulatives ___ multisensory instruction ___ short/repeated directions ___ limited response selection ___			
<u>Behavior/Environmental:</u> ___ contracts ___ self-monitoring techniques ___ special privileges ___ supervision during transitions ___ clearly defined rules/limits/routines ___ monitor for consistent attendance ___ conference w/parent concerning attendance ___ organizational aides - specify: _____ ___ reduced distracters - specify: _____ ___ consultation with counselor ___ positive reinforcement ___ counseling ___ preferential seating ___			

Form 9: Intervention Forms - Page 2

Student: _____ Student #: _____ Birth Date: _____

Interventions and Accommodations (cont.)

ACCOMMODATIONS/ INTERVENTIONS	DATE BEGAN	FOR HOW LONG	RESULTS
<u>Language Differences</u> ___ bilingual/ESL materials ___ below level materials ___ bilingual/ESL strategies ___ vocabulary clarification ___			
<u>Speech Related:</u> ___ modeled correct pronunciation of sounds ___ allowed student to make oral presentations to teacher (instead of in front of class) ___ provided adequate wait time for oral responses ___ extra work on vocabulary development ___			
<u>Health Related:</u> ___ allowed use of glasses/hearing aids for adequate period of time after receiving ___ allowed use of prescribed medication for adequate period of time after beginning to take ___ conference w/parent concerning health issues ___ PE accommodations: Specify: _____ ___			

Other information regarding accommodations/interventions provided, student response to interventions, parent involvement in supporting school efforts, etc. that might provide clarification to the above information.

Summary of Special Education Timelines

“Day” means a calendar day unless otherwise noted.

All timing is found in “Special Education Programs and Services,” as adopted by the Tennessee Board of Education on 8-10-07.

<i>Action</i>	<i>Timeline</i>	<i>Time Counted From</i>	<i>Exceptions to the Timeline/Other Comments</i>
Initial evaluation	40 school days	Date of informed parent consent to test	The support team may be the IEP team. Both should include general and special education teachers as well as related service providers. Tests selected should accurately assess aptitude and achievement levels. Placement decisions can’t be based on any single test.
IEP initiation meeting	10 days	Date of invitation letter (if going from school to guardian) or from the date of the guardians’ letter (if they are initiating the meeting)	Parents may waive 10 days or request a later meeting date. Parents may be given a little as 24 hours notice for a misconduct-driven IEP meeting [34 CFR 300.530(e)].
Age span of SpEd services eligibility	3 rd birthday through the school year the student turns 22	student’s birth date and system’s school year	Federal rule says 3 to 21 years of age for SpEd services
Transition planning for 2 year olds starting public school at 3	90 days before 3 rd birthday	Backward from birthday	IEP has to be written prior to placement date
IEP Implementation	Immediately if all IEP team members agreed to placement	IEP meeting	Document any failure to implement the IEP once the meeting has occurred. In the case of disagreement, the placement/eligibility may be frozen for 14 days to allow the parents time to request a due process hearing.
Review of student’s special education program, appropriateness of placement, and revisions	At least annually or upon parents’ written request	Last IEP Meeting	
Use of foster parent at IEP meeting	must have had an ongoing relationship with the child for 1-year prior to the IEP meeting	whatever constitutes the start of the “ongoing relationship”	Biological/natural parents have to have terminated their right to address the child’s educational needs. The foster parent can’t have a conflict of interest (such as being a school system employee or relative of the biological parent). These provisions do not include adoptive or surrogate parents.

<i>Action</i>	<i>Timeline</i>	<i>Time Counted From</i>	<i>Exceptions to the Timeline/Other Comments</i>
Other-than-annual IEP meeting	10 school days	From the written request for the meeting	Can be called by any IEP team member if student lack of progress or other reasons warrant
Prior written notice of change in placement	10 school days before proposed action	Date written notice is given to guardians	10 school days does not apply if the placement is remaining the same
Homebound placement	30 school days	start of homebound services	Medical necessity or other extensions have to be reviewed every 30 school days
Reassessment	3 years	Date of current assessment/reassessment	May be more frequent if the situation warrants
Statement of transition service needs (4-year plan)	First IEP prior to 14 th birthday or 9 th grade entry, annually thereafter	Date of last IEP meeting	IEP team may begin this process earlier if they prefer
Statement of transition services, interagency responsibilities, and linkages.	First IEP meeting after 16 th birthday, annually thereafter	Date of last IEP meeting	IEP team may begin this process earlier if they prefer
Removal of SpEd student for school rules violation	Up to 10 school days		Removal may not constitute a change in placement nor may it exceed 10 days during the same school year without SpEd services being provided. The IEP team will need to either create or revise the student's Behavioral Intervention/Support Plan.
Removal to an interim alternative education setting	Up to 45 school days	Date of placement in IAES	Number of days should match nonSpEd students' punishment for the same offense. Tennessee uses the federal rule for this one. It isn't addressed in the state rule.

APPENDIX E

5-Year Budget



PUBLIC CHARTER SCHOOL
FIVE YEAR PLANNING BUDGET DOCUMENT
For Fiscal Years 2010 – 2011

CERTIFICATION OF CHARTER SCHOOL REPRESENTATIVES

This is to certify that the data contained in the *Five Year Planning Budget Document* (pages 1 through 33) has been prepared in accordance with guidelines specified by the Tennessee Department of Education. These guidelines, among other things, require the applicant charter school to "provide a realistic, line-item estimate of the revenues and expenditures for operating the [charter] school from approval through the fifth year of operation."

Signature of Charter School Superintendent/Director*

December 8, 2009
Date

Signature of Charter School Board Chairperson

December 8, 2009
Date

* Individual responsible for the day-to-day operations of the charter school who, among other things, is responsible for budget monitoring and compliance.

Memphis School of Excellence

ACCOUNT NO.	ESTIMATED REVENUES AND OTHER SOURCES	EXPENDITURES (APPROPRIATIONS) AND OTHER USES	Year 1	Year 2	Year 3	Year 4	Year 5
1	ESTIMATED REVENUES AND OTHER SOURCES						
2	43000	Charges for Current Services	32,832	37,993	43,200	51,120	51,120
3	44000	Other Local Revenues	42,000	42,538	44,000	48,500	48,500
4	46500	State Education Funds	-	-	-	-	-
5	46800	Other State Revenues	-	-	-	-	-
6	47100	Federal Funds Received Thru State	245,258	281,164	316,929	371,460	371,460
7	47600	Direct Federal Revenues	-	-	-	-	-
8	49000	Other Sources	2,248,458	2,537,500	2,960,000	3,562,500	3,740,625
9							
10	14100	TOTAL ESTIMATED REVENUES & OTHER SOURCES	2,568,548	2,899,195	3,364,129	4,033,580	4,211,705
11							
12	30000	Reserves and/or Fund Balances	-	110,527	257,266	332,643	409,022
13							
14		TOTAL AVAILABLE FUNDS	2,568,548	3,009,722	3,621,395	4,366,223	4,620,727
15							
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Memphis School of Excellence

ACCOUNT NO.	ESTIMATED REVENUES AND OTHER SOURCES EXPENDITURES (APPROPRIATIONS) AND OTHER USES	Year 1	Year 2	Year 3	Year 4	Year 5
1	EXPENDITURES (APPROPRIATIONS)					
2	Instruction					
3	71100 Regular Instruction Program	1,047,214	1,224,049	1,573,647	2,077,658	2,102,009
4	71150 Alternative Instruction Program	-	-	-	-	-
5	71200 Special Education Program	94,846	136,265	170,712	181,678	185,746
6	71300 Vocational Education Program	-	-	-	-	-
7	71400 Student Body Education Program	-	-	-	-	-
8	Support Services					
9	72110 Attendance	-	-	-	-	-
10	72120 Health Services	53,864	50,211	51,696	53,519	54,881
11	72130 Other Student Support	75,581	75,140	78,746	80,400	82,105
12	72210 Regular Instruction Program	61,752	56,175	57,372	58,606	59,876
13	72215 Alternative Instruction Program	-	-	-	-	-
14	72220 Special Education Program	-	-	-	-	-
15	72230 Vocational Education Program	-	-	-	-	-
16	72310 Board of Education	37,000	37,000	37,000	37,000	37,000
17	72320 Office of Superintendent	-	-	-	-	-
18	72410 Office of Principal	244,752	323,656	372,315	382,599	393,429
19	72510 Fiscal Services	58,304	58,190	59,617	61,089	62,603
20	72610 Operation of Plant	361,832	422,467	480,631	563,820	594,539
21	72620 Maintenance of Plant	40,000	40,000	46,000	52,000	58,000
22	72710 Transportation	-	-	-	-	-
23	72810 Central and Other	62,796	65,106	67,416	69,726	72,036
24	Operation of Non-Instructional Services					
25	73100 Food Service	212,980	264,197	293,600	339,107	341,287
26	73300 Community Services	-	-	-	-	-
27	73400 Early Childhood Education	-	-	-	-	-
28	76100 Regular Capital Outlay	-	-	-	-	-
29	80000 Education Debt Services	107,100	-	-	-	-
30	91300 Education Capital Projects	-	-	-	-	-
31	99000 Other Uses (Transfers)	-	-	-	-	-
32						
33	TOTAL EXPENDITURES (APPROPRIATIONS)	2,458,021	2,752,456	3,288,752	3,957,202	4,043,511
34	*Check should be 0	-	-	-	-	-
35						
36						
37						
38						
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ACCOUNT NO.		ESTIMATED REVENUES					
		Year 1	Year 2	Year 3	Year 4	Year 5	
1	43000	Charges for Current Services					1
2	43500	Education Charges					2
3	43511	Tuition - Regular Day Students	-	-	-	-	3
4	43513	Tuition - Summer School	-	-	-	-	4
5	43515	Tuition - Other State Systems	-	-	-	-	5
6	43516	Tuition - Out of State Systems	-	-	-	-	6
7	43517	Tuition - Other	-	-	-	-	7
8	43521	Lunch Payments - Children	20,520	23,746	27,000	31,950	8
9	43522	Lunch Payments - Adults	-	-	-	-	9
10	43523	Income from Breakfast	12,312	14,247	16,200	19,170	10
11	43524	Special Milk Sales	-	-	-	-	11
12	43525	Ala Carte Sales	-	-	-	-	12
13	43541	Contract for Adm. Services With Other LEA's	-	-	-	-	13
14	43542	Contract for Inst. Services With Other LEA's	-	-	-	-	14
15	43543	Contract for Student Support Services with Other LEA's	-	-	-	-	15
16	43544	Contract for Instructional Staff Support with Other LEA's	-	-	-	-	16
17	43545	Contract for Operation & Maint. Services with Other LEA's	-	-	-	-	17
18	43546	Contract for Food Services with Other LEA's	-	-	-	-	18
19	43547	Contract for Non-Instructional Services with Other LEA's	-	-	-	-	19
20	43551	School Based Health (FFS)	-	-	-	-	20
21	43570	Receipts from Individual Schools	-	-	-	-	21
22	43581	Community Service Fees - Children (Day Care)	-	-	-	-	22
23	43583	TBI Criminal Background Fee	-	-	-	-	23
24	43990	Other Charges for Services	-	-	-	-	24
25							25
26	43000	Total Charges for Current Services	32,832	37,993	43,200	51,120	26
27							27
28	44000	Other Local Revenues					28
29	44100	Recurring Items					29
30	44110	Investment Income	-	-	-	-	30
31	44120	Lease/Rentals	-	-	-	-	31
32	44130	Sale of Materials & Supplies	18,000	21,000	24,000	28,500	32
33	44170	Miscellaneous Refunds	-	-	-	-	33
34	44500	Nonrecurring Items					34
35	44520	Insurance Recovery	-	-	-	-	35
36	44530	Sale of Equipment	-	-	-	-	36
37	44540	Sale of Property	-	-	-	-	37
38	44560	Damages Recovered from Individuals	-	-	-	-	38
39	44570	Contributions & Gifts	24,000	21,538	20,000	20,000	39
40	44990	Other Local Revenue	-	-	-	-	40
41							41
42	44000	Total Other Local Revenues	42,000	42,538	44,000	48,500	42

Memphis School of Excellence

ACCOUNT NO.		ESTIMATED REVENUES					
		Year 1	Year 2	Year 3	Year 4	Year 5	
1	46000						1
2	46500						2
3	46511	-	-	-	-	-	3
4	46515	-	-	-	-	-	4
5	46520	-	-	-	-	-	5
6	46550	-	-	-	-	-	6
7	46590	-	-	-	-	-	7
8	46610	-	-	-	-	-	8
9	46612	-	-	-	-	-	9
10	46790	-	-	-	-	-	10
11							11
12	46500	-	-	-	-	-	12
13							13
14	46800						14
15	46980	-	-	-	-	-	15
16	46990	-	-	-	-	-	16
17							17
18	46800	-	-	-	-	-	18
19							19
20	47000						20
21	47100						21
22	47111	110,168	129,157	147,204	173,160	173,160	22
23	47113	58,590	62,757	67,725	77,175	77,175	23
24	47114	-	-	-	-	-	24
25	47131	-	-	-	-	-	25
26	47139	-	-	-	-	-	26
27	47141	76,500	89,250	102,000	121,125	121,125	27
28	47142	-	-	-	-	-	28
29	47143	-	-	-	-	-	29
30	47145	-	-	-	-	-	30
31	47189	-	-	-	-	-	31
32	47590				-	-	32
33							33
34	47100	245,258	281,164	316,929	371,460	371,460	34
35							35
36							36
37							37
38							38
39							39
40							40

ACCOUNT NO.	ESTIMATED REVENUES					
		Year 1	Year 2	Year 3	Year 4	Year 5
1						1
2	47600	Direct Federal Revenues				2
3	47640	ROTC Reimbursement	-	-	-	-
4	47650	Energy Grant	-	-	-	-
5	47990	Other Direct Federal Revenues	-	-	-	-
6						6
7	47600	Total Direct Federal Government	-	-	-	-
8						8
9	47000	Total Federal Government	<u>245,258</u>	<u>281,164</u>	316,929	371,460
10						10
11	140000	TOTAL ESTIMATED REVENUES	<u>320,090</u>	<u>361,695</u>	404,129	471,080
12						12
13	49000	Other Sources				13
14	49100	Bond Issued	-	-	-	-
15	49200	Note Issued	-	-	-	-
16	49300	Capitalized Leases Issued	-	-	-	-
17	49400	Refunding Debt Issued	-	-	-	-
18	49500	Other Loans Issued	102,000	-	-	-
19	49800	Transfers In (complete schedule below) *	<u>2,146,458</u>	<u>2,537,500</u>	2,960,000	3,562,500
20	49810	City General Fund Transfers (complete schedule below)	-	-	-	-
21						21
22	49000	Total Other Sources	<u>2,248,458</u>	<u>2,537,500</u>	2,960,000	3,562,500
23						23
24						24
25	14100	TOTAL ESTIMATED REVENUES AND OTHER SOURCES	<u>2,568,548</u>	<u>2,899,195</u>	3,364,129	4,033,580
26						26
27		* Payments from LEA for Charter School support.				27
28						28
29						29
30						30
31						31
32						32
33						33
34						34
35						35
36						36
37						37
38						38
39						39
40						40

ACCOUNT NO.	ESTIMATED REVENUES	Year 1	Year 2	Year 3	Year 4	Year 5
1						1
2	<u>SCHEDULE OF TRANSFERS</u>					2
3						3
FUND #	PURPOSE	FROM FUND	TO FUND	AMOUNT		4
5						5
6	MCS per-pupil is entered to transfer in.			-		6
7				-		7
8				-		8
9				-		9
10				-		10
11				-		11
12				-		12
13				-		13
14				-		14
15				-		15
16				-		16
17				-		17
18				-		18
19				-		19
20				-		20
21				-		21
22				-		22
23				-		23
24						24
25						25
26						26
27						27
28						28
29						29
30						30
31						31
32						32
33						33
34						34
35						35
36						36
37						37
38						38
39						39
40						40

ACCOUNT NO.	RESERVES AND/OR FUND BALANCES BEGINNING-OF-YEAR	Year 1	Year 2	Year 3	Year 4	Year 5
1 34000	RESERVES AND/OR FUND BALANCE BEGINNING OF YEAR					
2						
3	LOCAL RESERVES					
4 34210	Reserved for Unemployment Compensation	-	-	-	-	-
5 34230	Reserved for Food Service	-	-	-	-	-
6 34290	Other Local Education Reserves	-	-	-	-	-
7						
8	STATE RESERVES					
9 34340	Reserved for Driver Education	-	-	-	-	-
10 34379	Reserved for Career Ladder Extended Contract	-	-	-	-	-
11 34380	Reserved for Career Ladder Program	-	-	-	-	-
12 34385	Reserved for Early Childhood Education	-	-	-	-	-
13 34386	Reserved for Basic Education Program	-	-	-	-	-
14 34390	Other State Education Reserves	-	-	-	-	-
15						
16	FEDERAL RESERVES					
17 34410	Reserved for Title I - Grants to Local Education Agencies	-	-	-	-	-
18 34420	Reserved for Title VI - Innovative Ed. Program Strategies	-	-	-	-	-
19 34430	Reserved for Special Education-Grants to States - IDEA	-	-	-	-	-
20 34440	Other Federal Reserves	-	-	-	-	-
21						
22	DESIGNATED FUND BALANCE					
23 35110	Designated for Purpose #1	-	-	-	-	-
24 35120	Designated for Purpose #2	-	-	-	-	-
25 35130	Designated for Purpose #3	-	-	-	-	-
26 35140	Designated for Purpose #4	-	-	-	-	-
27 35150	Designated for Purpose #5	-	-	-	-	-
28						
29 39000	Undesignated Fund Balance	-	110,527	257,266	332,643	409,022
30						
31 30000	TOTAL RESERVES AND/OR FUND BALANCES END OF YEAR	-	110,527	257,266	332,643	409,022
32						
33	TOTAL AVAILABLE FUNDS	2,568,548	3,009,722	3,621,395	4,366,223	4,620,727
34						
35						
36						
37						
38						
39						
40						

Memphis School of Excellence

ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1	INSTRUCTION - 71000						1
2	REGULAR INSTRUCTION PROGRAM (71100)						2
3	71100 116 Teachers	588,000	778,680	1,069,440	1,472,000	1,516,160	3
4	71100 117 Career Ladder Program	-	-	-	-	-	4
5	71100 127 Career Ladder Extended Contracts	-	-	-	-	-	5
6	71100 128 Homebound Teachers	-	-	-	-	-	6
7	71100 162 Clerical Personnel	-	-	-	-	-	7
8	71100 163 Educational Assistants	-	-	-	-	-	8
9	71100 189 Other Salaries & Wages	-	-	-	-	-	9
10	71100 195 Certified Substitute Teachers	-	-	-	-	-	10
11	71100 198 Non-Certified Substitute Teachers	8,000	10,000	13,000	19,000	19,000	11
12	71100 201 Social Security	45,594	60,334	82,807	114,062	117,440	12
13	71100 204 State Retirement	38,263	50,633	69,492	95,722	98,547	13
14	71100 206 Life Insurance	3,719	4,921	6,754	9,304	9,579	14
15	71100 207 Medical Insurance	57,344	69,632	81,920	102,400	105,472	15
16	71100 208 Dental Insurance	-	-	-	-	-	16
17	71100 210 Unemployment Compensation	2,646	3,402	4,536	6,048	6,048	17
18	71100 212 Employer Medicare	8,648	11,447	15,698	21,622	22,263	18
19	71100 299 Other Fringe Benefits	-	-	-	-	-	19
20	71100 311 Contracts with Other School Systems	-	-	-	-	-	20
21	71100 330 Operating Lease Payments	5,000	5,000	10,000	10,000	10,000	21
22	71100 336 Maintenance & Repair Services - Equipment	-	-	-	-	-	22
23	71100 356 Tuition	-	-	-	-	-	23
24	71100 369 Contracts for Substitute Teachers - Certified	-	-	-	-	-	24
25	71100 370 Contracts for Substitute Teachers - Non-Certified	-	-	-	-	-	25
26	71100 399 Other Contracted Services	-	-	-	-	-	26
27	71100 429 Instructional Supplies & Materials	30,000	35,000	40,000	47,500	47,500	27
28	71100 449 Textbooks	135,000	90,000	75,000	75,000	75,000	28
29	71100 499 Other Supplies & Materials	20,000	25,000	25,000	25,000	25,000	29
30	71100 535 Fee Waivers	-	-	-	-	-	30
31	71100 599 Other Charges	-	-	-	-	-	31
32	71100 722 Regular Instruction Equipment	105,000	80,000	80,000	80,000	50,000	32
33							33
34							34
35	71100 TOTAL REGULAR INSTRUCTION PROGRAM	1,047,214	1,224,049	1,573,647	2,077,658	2,102,009	35
36							36
37							37
38							38
39							39
40							40

Memphis School of Excellence

ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1	INSTRUCTION - 71000						1
2	ALTERNATIVE INSTRUCTION PROGRAM (71150)						2
3	71150 116 Teachers	-	-	-	-	-	3
4	71150 117 Career Ladder Program	-	-	-	-	-	4
5	71150 127 Career Ladder Extended Contracts	-	-	-	-	-	5
6	71150 128 Homebound Teachers	-	-	-	-	-	6
7	71150 162 Clerical Personnel	-	-	-	-	-	7
8	71150 163 Educational Assistants	-	-	-	-	-	8
9	71150 189 Other Salaries & Wages	-	-	-	-	-	9
10	71150 195 Certified Substitute Teachers	-	-	-	-	-	10
11	71150 198 Non-Certified Substitute Teachers	-	-	-	-	-	11
12	71150 201 Social Security	-	-	-	-	-	12
13	71150 204 State Retirement	-	-	-	-	-	13
14	71150 206 Life Insurance	-	-	-	-	-	14
15	71150 207 Medical Insurance	-	-	-	-	-	15
16	71150 208 Dental Insurance	-	-	-	-	-	16
17	71150 210 Unemployment Compensation	-	-	-	-	-	17
18	71150 212 Employer Medicare	-	-	-	-	-	18
19	71150 299 Other Fringe Benefits	-	-	-	-	-	19
20	71150 311 Contracts with Other School Systems	-	-	-	-	-	20
21	71150 330 Operating Lease Payments	-	-	-	-	-	21
22	71150 336 Maintenance & Repair Services - Equipment	-	-	-	-	-	22
23	71150 356 Tuition	-	-	-	-	-	23
24	71150 369 Contracts for Substitute Teachers - Certified	-	-	-	-	-	24
25	71150 370 Contracts for Substitute Teachers - Non-Certified	-	-	-	-	-	25
26	71150 399 Other Contracted Services	-	-	-	-	-	26
27	71150 429 Instructional Supplies & Materials	-	-	-	-	-	27
28	71150 449 Textbooks	-	-	-	-	-	28
29	71150 499 Other Supplies & Materials	-	-	-	-	-	29
30	71150 535 Fee Waivers	-	-	-	-	-	30
31	71150 599 Other Charges	-	-	-	-	-	31
32	71150 790 Other Equipment	-	-	-	-	-	32
33							33
34							34
35	71150 TOTAL ALTERNATIVE INSTRUCTION PROGRAM	-	-	-	-	-	35
36							36
37							37
38							38
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ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1	INSTRUCTION - 71000						1
2	SPECIAL EDUCATION PROGRAM (71200)						2
3	71200 116 Teachers	48,000	74,160	100,000	103,000	106,090	3
4	71200 117 Career Ladder Program	-	-	-	-	-	4
5	71200 127 Career Ladder Extended Contracts	-	-	-	-	-	5
6	71200 128 Homebound Teachers	-	-	-	-	-	6
7	71200 162 Clerical Personnel	-	-	-	-	-	7
8	71200 163 Educational Assistants	-	-	-	-	-	8
9	71200 189 Other Salaries & Wages	-	-	-	-	-	9
10	71200 195 Certified Substitute Teachers	-	-	-	-	-	10
11	71200 198 Non-Certified Substitute Teachers	-	-	-	-	-	11
12	71200 201 Social Security	3,672	5,673	7,650	7,879	8,115	12
13	71200 204 State Retirement	3,082	4,761	6,420	6,613	6,811	13
14	71200 206 Life Insurance	-	-	-	-	-	14
15	71200 207 Medical Insurance	4,096	4,096	8,192	8,192	8,192	15
16	71200 208 Dental Insurance	-	-	-	-	-	16
17	71200 210 Unemployment Compensation	500	500	1,000	1,000	1,000	17
18	71200 212 Employer Medicare	696	1,075	1,450	1,494	1,538	18
19	71200 299 Other Fringe Benefits	-	-	-	-	-	19
20	71200 310 Contracts W/Other Public Agencies	-	-	-	-	-	20
21	71200 311 Contracts W/Other School Systems	-	-	-	-	-	21
22	71200 312 Contracts W/Private Agencies	<u>12,000</u>	<u>17,000</u>	20,000	25,000	25,000	22
23	71200 322 Evaluation & Testing	<u>8,400</u>	<u>12,000</u>	13,000	15,000	15,000	23
24	71200 330 Operating Lease Payments	-	-	-	-	-	24
25	71200 336 Maintenance & Repair Services - Equipment	-	-	-	-	-	25
26	71200 356 Tuition	-	-	-	-	-	26
27	71200 369 Contracts for Substitute Teachers - Certified	-	-	-	-	-	27
28	71200 370 Contracts for Substitute Teachers - Non-Certified	-	-	-	-	-	28
29	71200 399 Other Contracted Services	-	-	-	-	-	29
30	71200 429 Instructional Supplies & Materials	<u>2,400</u>	<u>3,000</u>	3,000	3,500	4,000	30
31	71200 449 Textbooks	<u>6,000</u>	<u>7,000</u>	5,000	5,000	5,000	31
32	71200 499 Other Supplies & Materials	-	-	-	-	-	32
33	71200 535 Fee Waivers	-	-	-	-	-	33
34	71200 599 Other Charges	-	-	-	-	-	34
35	71200 725 Special Education Equipment	<u>6,000</u>	<u>7,000</u>	5,000	5,000	5,000	35
36							36
37	71200 TOTAL SPECIAL EDUCATION PROGRAM	<u>94,846</u>	<u>136,265</u>	170,712	181,678	185,746	37
38							38
39							39
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ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1	INSTRUCTION - 71000						1
2	VOCATIONAL EDUCATION PROGRAM (71300)						2
3	71300 116 Teachers	-	-	-	-	-	3
4	71300 117 Career Ladder Program	-	-	-	-	-	4
5	71300 127 Career Ladder Extended Contracts	-	-	-	-	-	5
6	71300 162 Clerical Personnel	-	-	-	-	-	6
7	71300 163 Educational Assistants	-	-	-	-	-	7
8	71300 189 Other Salaries & Wages	-	-	-	-	-	8
9	71300 195 Certified Substitute Teachers	-	-	-	-	-	9
10	71300 198 Non-Certified Substitute Teachers	-	-	-	-	-	10
11	71300 201 Social Security	-	-	-	-	-	11
12	71300 204 State Retirement	-	-	-	-	-	12
13	71300 206 Life Insurance	-	-	-	-	-	13
14	71300 207 Medical Insurance	-	-	-	-	-	14
15	71300 208 Dental Insurance	-	-	-	-	-	15
16	71300 210 Unemployment Compensation	-	-	-	-	-	16
17	71300 212 Employer Medicare	-	-	-	-	-	17
18	71300 299 Other Fringe Benefits	-	-	-	-	-	18
19	71300 311 Contracts W/Other School Systems	-	-	-	-	-	19
20	71300 330 Operating Lease Payments	-	-	-	-	-	20
21	71300 336 Maintenance & Repair Services - Equipment	-	-	-	-	-	21
22	71300 356 Tuition	-	-	-	-	-	22
23	71300 369 Contracts for Substitute Teachers - Certified	-	-	-	-	-	23
24	71300 370 Contracts for Substitute Teachers - Non-Certified	-	-	-	-	-	24
25	71300 399 Other Contracted Services	-	-	-	-	-	25
26	71300 429 Instructional Supplies & Materials	-	-	-	-	-	26
27	71300 448 T & I Construction Materials	-	-	-	-	-	27
28	71300 449 Textbooks	-	-	-	-	-	28
29	71300 499 Other Supplies & Materials	-	-	-	-	-	29
30	71300 535 Fee Waivers	-	-	-	-	-	30
31	71300 599 Other Charges	-	-	-	-	-	31
32	71300 730 Vocational Instruction Equipment	-	-	-	-	-	32
33							33
34							34
35	71300 TOTAL VOCATIONAL EDUCATION PROGRAM	-	-	-	-	-	35
36							36
37							37
38							38
39							39
40							40

ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1	INSTRUCTION - 71000						1
2	STUDENT BODY EDUCATION PROGRAM (71400)						2
3							3
4	71400 189 Other Salaries & Wages	-	-	-	-	-	4
5	71400 201 Social Security	-	-	-	-	-	5
6	71400 204 State Retirement	-	-	-	-	-	6
7	71400 206 Life Insurance	-	-	-	-	-	7
8	71400 207 Medical Insurance	-	-	-	-	-	8
9	71400 208 Dental Insurance	-	-	-	-	-	9
10	71400 210 Unemployment Compensation	-	-	-	-	-	10
11	71400 212 Employer Medicare	-	-	-	-	-	11
12	71400 299 Other Fringe Benefits	-	-	-	-	-	12
13	71400 399 Other Contracted Services	-	-	-	-	-	13
14	71400 429 Instructional Supplies and Materials	-	-	-	-	-	14
15	71400 449 Textbooks	-	-	-	-	-	15
16	71400 499 Other Supplies & Materials	-	-	-	-	-	16
17	71400 599 Other Charges	-	-	-	-	-	17
18	71400 790 Other Equipment	-	-	-	-	-	18
19							19
20	71400 TOTAL STUDENT BODY EDUCATION PROGRAM	-	-	-	-	-	20
21							21
22							22
23							23
24							24
25							25
26							26
27							27
28							28
29							29
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ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1	SUPPORT SERVICES - 72000						1
2	STUDENTS (72100)						2
3	ATTENDANCE (72110)						3
4							4
5	72110 105 Supervisor/Director	-	-	-	-	-	5
6	72110 117 Career Ladder Program	-	-	-	-	-	6
7	72110 127 Career Ladder Extended Contracts	-	-	-	-	-	7
8	72110 130 Social Workers	-	-	-	-	-	8
9	72110 162 Clerical Personnel	-	-	-	-	-	9
10	72110 189 Other Salaries & Wages	-	-	-	-	-	10
11	72110 201 Social Security	-	-	-	-	-	11
12	72110 204 State Retirement	-	-	-	-	-	12
13	72110 206 Life Insurance	-	-	-	-	-	13
14	72110 207 Medical Insurance	-	-	-	-	-	14
15	72110 208 Dental Insurance	-	-	-	-	-	15
16	72110 210 Unemployment Compensation	-	-	-	-	-	16
17	72110 212 Employer Medicare	-	-	-	-	-	17
18	72110 299 Other Fringe Benefits	-	-	-	-	-	18
19	72110 317 Data Processing Services	-	-	-	-	-	19
20	72110 336 Maintenance & Repair Services - Equipment	-	-	-	-	-	20
21	72110 355 Travel	-	-	-	-	-	21
22	72110 399 Other Contracted Services	-	-	-	-	-	22
23	72110 499 Other Supplies & Materials	-	-	-	-	-	23
24	72110 524 In-Service/Staff Development	-	-	-	-	-	24
25	72110 599 Other Charges	-	-	-	-	-	25
26	72110 704 Attendance Equipment	-	-	-	-	-	26
27							27
28							28
29	72110 TOTAL ATTENDANCE	-	-	-	-	-	29
30							30
31							31
32							32
33							33
34							34
35							35
36							36
37							37
38							38
39							39
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ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1	SUPPORT SERVICES - 72000						1
2	STUDENTS (72100)						2
3	HEALTH SERVICES (72120)						3
4							4
5	72120 131 Medical Personnel	35,000	36,050	37,132	38,246	39,393	5
6	72120 189 Other Salaries & Wages	-	-	-	-	-	6
7	72120 201 Social Security	2,678	2,758	2,841	2,926	3,014	7
8	72120 204 State Retirement	3,164	3,259	3,357	3,457	3,561	8
9	72120 206 Life Insurance	218	225	232	239	246	9
10	72120 207 Medical Insurance	4,096	4,096	4,096	4,096	4,096	10
11	72120 208 Dental Insurance	-	-	-	-	-	11
12	72120 210 Unemployment Compensation	500	500	500	500	500	12
13	72120 212 Employer Medicare	508	523	538	555	571	13
14	72120 299 Other Fringe Benefits	-	-	-	-	-	14
15	72120 336 Maintenance & Repair Services - Equipment	-	-	-	-	-	15
16	72120 355 Travel	-	-	-	-	-	16
17	72120 399 Other Contracted Services	-	-	-	-	-	17
18	72120 413 Drugs & Medical Supplies	<u>1,200</u>	<u>1,300</u>	1,500	2,000	2,000	18
19	72120 499 Other Supplies & Materials	-	-	-	-	-	19
20	72120 524 In-Service/Staff Development	500	500	500	500	500	20
21	72120 599 Other Charges	-	-	-	-	-	21
22	72120 735 Health Equipment	6,000	1,000	1,000	1,000	1,000	22
23							23
24							24
25	72120 TOTAL HEALTH SERVICES	53,864	50,211	51,696	53,519	54,881	25
26							26
27							27
28							28
29							29
30							30
31							31
32							32
33							33
34							34
35							35
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ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1	SUPPORT SERVICES - 72000						1
2	STUDENTS (72100)						2
3	OTHER STUDENT SUPPORT (72130)						3
4	72130 117 Career Ladder Program						4
5	72130 123 Guidance Personnel	45,000	46,350	47,741	49,173	50,648	5
6	72130 124 Psychological Personnel	-	-	-	-	-	6
7	72130 127 Career Ladder - Extended Contracts	-	-	-	-	-	7
8	72130 130 Social Workers	-	-	-	-	-	8
9	72130 135 Assessment Personnel	-	-	-	-	-	9
10	72130 161 Secretary(s)	-	-	-	-	-	10
11	72130 162 Clerical Personnel	-	-	-	-	-	11
12	72130 164 Attendants	-	-	-	-	-	12
13	72130 170 School Resource Officer	-	-	-	-	-	13
14	72130 189 Other Salaries & Wages	-	-	-	-	-	14
15	72130 201 Social Security	3,443	3,546	3,652	3,761	3,875	15
16	72130 204 State Retirement	2,889	2,976	3,065	3,157	3,252	16
17	72130 206 Life Insurance	-	-	-	-	-	17
18	72130 207 Medical Insurance	4,096	4,096	4,096	4,096	4,096	18
19	72130 208 Dental Insurance	-	-	-	-	-	19
20	72130 210 Unemployment Compensation	500	500	500	500	500	20
21	72130 212 Employer Medicare	653	672	692	713	734	21
22	72130 299 Other Fringe Benefits	-	-	-	-	-	22
23	72130 309 Contracts with Government Agencies	-	-	-	-	-	23
24	72130 311 Contracts with Other School Systems	-	-	-	-	-	24
25	72130 322 Evaluation & Testing	12,000	15,000	17,000	17,000	17,000	25
26	72130 336 Maintenance & Repair Services - Equipment	-	-	-	-	-	26
27	72130 355 Travel	-	-	-	-	-	27
28	72130 399 Other Contracted Services	-	-	-	-	-	28
29	72130 499 Other Supplies & Materials	-	-	-	-	-	29
30	72130 524 In-Service/Staff Development	1,000	1,000	1,000	1,000	1,000	30
31	72130 599 Other Charges	-	-	-	-	-	31
32	72130 790 Other Equipment	6,000	1,000	1,000	1,000	1,000	32
33							33
34							34
35	72130 TOTAL OTHER STUDENT SUPPORT	75,581	75,140	78,746	80,400	82,105	35
36							36
37							37
38							38
39							39
40							40

ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1	SUPPORT SERVICES - 72000						1
2	INSTRUCTIONAL STAFF (72200)						2
3	REGULAR INSTRUCTION PROGRAM (72210)						3
4	72210 105 Supervisor/Director	-	-	-	-	-	4
5	72210 117 Career Ladder Program	-	-	-	-	-	5
6	72210 127 Career Ladder Extended Contracts	-	-	-	-	-	6
7	72210 129 Librarian(s)	32,000	35,000	36,050	37,132	38,245	7
8	72210 132 Material Supervisor(s)	-	-	-	-	-	8
9	72210 136 Audiovisual Personnel	-	-	-	-	-	9
10	72210 137 Education Media Personnel	-	-	-	-	-	10
11	72210 138 Instructional Computer Personnel	-	-	-	-	-	11
12	72210 161 Secretary(s)	-	-	-	-	-	12
13	72210 162 Clerical Personnel	-	-	-	-	-	13
14	72210 163 Educational Assistants	-	-	-	-	-	14
15	72210 189 Other Salaries & Wages	-	-	-	-	-	15
16	72210 195 Certified Substitute Teachers	-	-	-	-	-	16
17	72210 196 In-Service Training	-	-	-	-	-	17
18	72210 198 Non-Certified Substitute Teachers	-	-	-	-	-	18
19	72210 201 Social Security	1,984	2,170	2,235	2,302	2,371	19
20	72210 204 State Retirement	2,054	2,247	2,314	2,384	2,455	20
21	72210 206 Life Insurance	-	-	-	-	-	21
22	72210 207 Medical Insurance	3,000	3,000	3,000	3,000	3,000	22
23	72210 208 Dental Insurance	-	-	-	-	-	23
24	72210 210 Unemployment Compensation	250	250	250	250	250	24
25	72210 212 Employer Medicare	464	508	523	538	555	25
26	72210 299 Other Fringe Benefits	-	-	-	-	-	26
27	72210 308 Consultants	-	-	-	-	-	27
28	72210 336 Maintenance & Repair Services - Equipment	-	-	-	-	-	28
29	72210 355 Travel	-	-	-	-	-	29
30	72210 369 Contracts for Substitute Teachers - Certified	-	-	-	-	-	30
31	72210 370 Contracts for Substitute Teachers - Non-Certified	-	-	-	-	-	31
32	72210 399 Other Contracted Services	-	-	-	-	-	32
33	72210 432 Library Books/Media	15,000	10,000	10,000	10,000	10,000	33
34	72210 437 Periodicals	1,000	1,000	1,000	1,000	1,000	34
35	72210 499 Other Supplies & Materials	5,000	1,000	1,000	1,000	1,000	35
36	72210 524 In Service/Staff Development	1,000	1,000	1,000	1,000	1,000	36
37	72210 599 Other Charges	-	-	-	-	-	37
38	72210 790 Other Equipment	-	-	-	-	-	38
39							39
40	72210 TOTAL REGULAR INSTRUCTION PROGRAM	61,752	56,175	57,372	58,606	59,876	40

ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1	SUPPORT SERVICES - 72000						1
2	INSTRUCTIONAL STAFF (72200)						2
3	ALTERNATIVE INSTRUCTION PROGRAM (72215)						3
4							4
5	72215 105 Supervisor/Director	-	-	-	-	-	5
6	72215 117 Career Ladder Program	-	-	-	-	-	6
7	72215 123 Guidance Personnel	-	-	-	-	-	7
8	72215 127 Career Ladder Extended Contracts	-	-	-	-	-	8
9	72215 129 Librarian(s)	-	-	-	-	-	9
10	72215 138 Instructional Computer Personnel	-	-	-	-	-	10
11	72215 161 Secretary(s)	-	-	-	-	-	11
12	72215 162 Clerical Personnel	-	-	-	-	-	12
13	72215 163 Educational Assistants	-	-	-	-	-	13
14	72215 189 Other Salaries & Wages	-	-	-	-	-	14
15	72215 196 In-Service Training	-	-	-	-	-	15
16	72215 201 Social Security	-	-	-	-	-	16
17	72215 204 State Retirement	-	-	-	-	-	17
18	72215 206 Life Insurance	-	-	-	-	-	18
19	72215 207 Medical Insurance	-	-	-	-	-	19
20	72215 208 Dental Insurance	-	-	-	-	-	20
21	72215 210 Unemployment Compensation	-	-	-	-	-	21
22	72215 212 Employer Medicare	-	-	-	-	-	22
23	72215 299 Other Fringe Benefits	-	-	-	-	-	23
24	72215 336 Maintenance & Repair Services - Equipment	-	-	-	-	-	24
25	72215 355 Travel	-	-	-	-	-	25
26	72215 399 Other Contracted Services	-	-	-	-	-	26
27	72215 432 Library Books/Media	-	-	-	-	-	27
28	72215 499 Other Supplies & Materials	-	-	-	-	-	28
29	72215 524 In Service/Staff Development	-	-	-	-	-	29
30	72215 599 Other Charges	-	-	-	-	-	30
31	72215 790 Other Equipment	-	-	-	-	-	31
32							32
33	72215 TOTAL ALTERNATIVE INSTRUCTION PROGRAM	-	-	-	-	-	33
34							34
35							35
36							36
37							37
38							38
39							39
40							40

ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1	SUPPORT SERVICES - 72000						1
2	INSTRUCTIONAL STAFF (72200)						2
3	SPECIAL EDUCATION PROGRAM (72220)						3
4							4
5	72220 105 Supervisor/Director	-	-	-	-	-	5
6	72220 117 Career Ladder Program	-	-	-	-	-	6
7	72220 124 Psychological Personnel	-	-	-	-	-	7
8	72220 127 Career Ladder Extended Contracts	-	-	-	-	-	8
9	72220 135 Assessment Personnel	-	-	-	-	-	9
10	72220 161 Secretary(s)	-	-	-	-	-	10
11	72220 162 Clerical Personnel	-	-	-	-	-	11
12	72220 171 Speech Pathologist	-	-	-	-	-	12
13	72220 189 Other Salaries & Wages	-	-	-	-	-	13
14	72220 196 In-Service Training	-	-	-	-	-	14
15	72220 201 Social Security	-	-	-	-	-	15
16	72220 204 State Retirement	-	-	-	-	-	16
17	72220 206 Life Insurance	-	-	-	-	-	17
18	72220 207 Medical Insurance	-	-	-	-	-	18
19	72220 208 Dental Insurance	-	-	-	-	-	19
20	72220 210 Unemployment Compensation	-	-	-	-	-	20
21	72220 212 Employer Medicare	-	-	-	-	-	21
22	72220 299 Other Fringe Benefits	-	-	-	-	-	22
23	72220 308 Consultants	-	-	-	-	-	23
24	72220 336 Maintenance & Repair Services - Equipment	-	-	-	-	-	24
25	72220 355 Travel	-	-	-	-	-	25
26	72220 399 Other Contracted Services	-	-	-	-	-	26
27	72220 499 Other Supplies & Materials	-	-	-	-	-	27
28	72220 524 In Service/Staff Development	-	-	-	-	-	28
29	72220 599 Other Charges	-	-	-	-	-	29
30	72220 790 Other Equipment	-	-	-	-	-	30
31							31
32	72220 TOTAL SPECIAL EDUCATION PROGRAM	-	-	-	-	-	32
33							33
34							34
35							35
36							36
37							37
38							38
39							39
40							40

ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1	SUPPORT SERVICES - 72000						1
2	INSTRUCTIONAL STAFF (72200)						2
3	VOCATIONAL EDUCATION PROGRAM (72230)						3
4							4
5	72230 105 Supervisor/Director	-	-	-	-	-	5
6	72230 117 Career Ladder Program	-	-	-	-	-	6
7	72230 127 Career Ladder Extended Contracts	-	-	-	-	-	7
8	72230 138 Instructional Computer Personnel	-	-	-	-	-	8
9	72230 161 Secretary(s)	-	-	-	-	-	9
10	72230 162 Clerical Personnel	-	-	-	-	-	10
11	72230 189 Other Salaries & Wages	-	-	-	-	-	11
12	72230 196 In-Service Training	-	-	-	-	-	12
13	72230 201 Social Security	-	-	-	-	-	13
14	72230 204 State Retirement	-	-	-	-	-	14
15	72230 206 Life Insurance	-	-	-	-	-	15
16	72230 207 Medical Insurance	-	-	-	-	-	16
17	72230 208 Dental Insurance	-	-	-	-	-	17
18	72230 210 Unemployment Compensation	-	-	-	-	-	18
19	72230 212 Employer Medicare	-	-	-	-	-	19
20	72230 299 Other Fringe Benefits	-	-	-	-	-	20
21	72230 308 Consultants	-	-	-	-	-	21
22	72230 336 Maintenance & Repair Services - Equipment	-	-	-	-	-	22
23	72230 355 Travel	-	-	-	-	-	23
24	72230 399 Other Contracted Services	-	-	-	-	-	24
25	72230 499 Other Supplies & Materials	-	-	-	-	-	25
26	72230 524 In Service/Staff Development	-	-	-	-	-	26
27	72230 599 Other Charges	-	-	-	-	-	27
28	72230 790 Other Equipment	-	-	-	-	-	28
29							29
30	72230 TOTAL VOCATIONAL EDUCATION PROGRAM	-	-	-	-	-	30
31							31
32							32
33							33
34							34
35							35
36							36
37							37
38							38
39							39
40							40

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ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1	SUPPORT SERVICES - 72000						1
2	GENERAL ADMINISTRATION (72300)						2
3	BOARD OF EDUCATION (72310)						3
4	72310 118 Secretary to Board	-	-	-	-	-	4
5	72310 189 Other Salaries & Wages	-	-	-	-	-	5
6	72310 191 Board and Committee Member Fees	-	-	-	-	-	6
7	72310 196 In-Service Training	3,000	3,000	3,000	3,000	3,000	7
8	72310 201 Social Security	-	-	-	-	-	8
9	72310 204 State Retirement	-	-	-	-	-	9
10	72310 206 Life Insurance	-	-	-	-	-	10
11	72310 207 Medical Insurance	-	-	-	-	-	11
12	72310 208 Dental Insurance	-	-	-	-	-	12
13	72310 210 Unemployment Compensation	-	-	-	-	-	13
14	72310 212 Employer Medicare	-	-	-	-	-	14
15	72310 299 Other Fringe Benefits	-	-	-	-	-	15
16	72310 305 Audit Services	5,000	5,000	5,000	5,000	5,000	16
17	72310 320 Dues & Memberships	3,000	3,000	3,000	3,000	3,000	17
18	72310 331 Legal Services	10,000	10,000	10,000	10,000	10,000	18
19	72310 348 Postal Charges	500	500	500	500	500	19
20	72310 355 Travel	2,000	2,000	2,000	2,000	2,000	20
21	72310 367 Maintenance & Repair Services - Records	-	-	-	-	-	21
22	72310 399 Other Contracted Services	-	-	-	-	-	22
23	72310 499 Other Supplies & Materials	-	-	-	-	-	23
24	72310 505 Judgments	-	-	-	-	-	24
25	72310 506 Liability Insurance	2,500	2,500	2,500	2,500	2,500	25
26	72310 508 Premium on Corporate Surety Bonds	10,000	10,000	10,000	10,000	10,000	26
27	72310 513 Worker's Compensation Insurance	-	-	-	-	-	27
28	72310 524 In Service/Staff Development	-	-	-	-	-	28
29	72310 533 Criminal Investigation of Applicants TBI	1,000	1,000	1,000	1,000	1,000	29
30	72310 534 Refund to Applicant for Criminal Investigation	-	-	-	-	-	30
31	72310 599 Other Charges	-	-	-	-	-	31
32							32
33	72310 TOTAL BOARD OF EDUCATION	37,000	37,000	37,000	37,000	37,000	33
34							34
35							35
36							36
37							37
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Memphis School of Excellence

ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1	SUPPORT SERVICES - 72000						1
2	GENERAL ADMINISTRATION (72300)						2
3	OFFICE OF THE SUPERINTENDENT (72320)						3
4							4
5	72320 101 County Official/Administrative Officer	-	-	-	-	-	5
6	72320 103 Assistant(s)	-	-	-	-	-	6
7	72320 117 Career Ladder Program	-	-	-	-	-	7
8	72320 161 Secretary(s)	-	-	-	-	-	8
9	72320 162 Clerical Personnel	-	-	-	-	-	9
10	72320 189 Other Salaries & Wages	-	-	-	-	-	10
11	72320 196 In-Service Training	-	-	-	-	-	11
12	72320 201 Social Security	-	-	-	-	-	12
13	72320 204 State Retirement	-	-	-	-	-	13
14	72320 206 Life Insurance	-	-	-	-	-	14
15	72320 207 Medical Insurance	-	-	-	-	-	15
16	72320 208 Dental Insurance	-	-	-	-	-	16
17	72320 210 Unemployment Compensation	-	-	-	-	-	17
18	72320 212 Employer Medicare	-	-	-	-	-	18
19	72320 299 Other Fringe Benefits	-	-	-	-	-	19
20	72320 307 Communication	-	-	-	-	-	20
21	72320 320 Dues & Memberships	-	-	-	-	-	21
22	72320 336 Maintenance & Repair Services - Equipment	-	-	-	-	-	22
23	72320 348 Postal Charges	-	-	-	-	-	23
24	72320 355 Travel	-	-	-	-	-	24
25	72320 399 Other Contracted Services	-	-	-	-	-	25
26	72320 435 Office Supplies	-	-	-	-	-	26
27	72320 499 Other Supplies & Materials	-	-	-	-	-	27
28	72320 524 In-Service/Staff Development	-	-	-	-	-	28
29	72320 599 Other Charges	-	-	-	-	-	29
30	72320 701 Administration Equipment	-	-	-	-	-	30
31							31
32	72320 TOTAL OFFICE OF THE SUPERINTENDENT	-	-	-	-	-	32
33							33
34							34
35							35
36							36
37							37
38							38
39							39
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ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1	SUPPORT SERVICES - 72000						1
2	SCHOOL ADMINISTRATION (72400)						2
3	OFFICE OF THE PRINCIPAL (72410)						3
4							4
5	72410 104 Principal(s)	80,000	82,400	84,872	87,418	90,041	5
6	72410 117 Career Ladder Program	-	-	-	-	-	6
7	72410 119 Accountants/Bookkeepers	-	-	-	-	-	7
8	72410 127 Career Ladder Extended Contracts	-	-	-	-	-	8
9	72410 139 Assistant Principal(s)	60,000	120,000	123,600	127,308	131,127	9
10	72410 161 Secretary(s)	30,000	30,900	62,000	63,860	65,776	10
11	72410 162 Clerical Personnel	-	-	-	-	-	11
12	72410 189 Other Salaries & Wages	-	-	-	-	-	12
13	72410 196 In-Service Training	-	-	-	-	-	13
14	72410 201 Social Security	13,005	17,847	20,691	21,311	21,951	14
15	72410 204 State Retirement	10,914	14,977	17,621	17,885	18,421	15
16	72410 206 Life Insurance	-	-	-	-	-	16
17	72410 207 Medical Insurance	12,288	16,384	20,480	20,480	20,480	17
18	72410 208 Dental Insurance	-	-	-	-	-	18
19	72410 210 Unemployment Compensation	3,780	5,465	5,629	5,798	5,972	19
20	72410 212 Employer Medicare	2,465	3,383	3,922	4,039	4,161	20
21	72410 299 Other Fringe Benefits	-	-	-	-	-	21
22	72410 307 Communication	4,800	4,800	6,000	7,000	8,000	22
23	72410 317 Data Processing Services	-	-	-	-	-	23
24	72410 320 Dues & Memberships	2,500	2,500	2,500	2,500	2,500	24
25	72410 336 Maintenance & Repair Services - Equipment	-	-	-	-	-	25
26	72410 348 Postal Charges	5,000	5,000	5,000	5,000	5,000	26
27	72410 355 Travel	5,000	5,000	5,000	5,000	5,000	27
28	72410 399 Other Contracted Services	-	-	-	-	-	28
29	72410 411 Data Processing Supplies	-	-	-	-	-	29
30	72410 435 Office Supplies	5,000	5,000	5,000	5,000	5,000	30
31	72410 499 Other Supplies & Materials	-	-	-	-	-	31
32	72410 524 In Service/Staff Development	5,000	5,000	5,000	5,000	5,000	32
33	72410 599 Other Charges	-	-	-	-	-	33
34	72410 701 Administration Equipment	5,000	5,000	5,000	5,000	5,000	34
35							35
36	72410 TOTAL OFFICE OF THE PRINCIPAL	244,752	323,656	372,315	382,599	393,429	36
37							37
38							38
39							39
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ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1	SUPPORT SERVICES - 72000						1
2	BUSINESS ADMINISTRATION (72500)						2
3	FISCAL SERVICES (72510)						3
4							4
5	72510 105 Supervisor/Director	-	-	-	-	-	5
6	72510 113 Internal Audit Personnel	-	-	-	-	-	6
7	72510 119 Accountants/Bookkeepers	40,000	41,200	42,436	43,709	45,020	7
8	72510 122 Purchasing Personnel	-	-	-	-	-	8
9	72510 161 Secretary(s)	-	-	-	-	-	9
10	72510 162 Clerical Personnel	-	-	-	-	-	10
11	72510 189 Other Salaries & Wages	-	-	-	-	-	11
12	72510 196 In-Service Training	-	-	-	-	-	12
13	72510 201 Social Security	3,060	3,152	3,246	3,344	3,444	13
14	72510 204 State Retirement	2,568	2,645	2,724	2,806	2,890	14
15	72510 206 Life Insurance	-	-	-	-	-	15
16	72510 207 Medical Insurance	4,096	4,096	4,096	4,096	4,096	16
17	72510 208 Dental Insurance	-	-	-	-	-	17
18	72510 210 Unemployment Compensation	500	500	500	500	500	18
19	72510 212 Employer Medicare	580	597	615	634	653	19
20	72510 299 Other Fringe Benefits	-	-	-	-	-	20
21	72510 317 Data Processing Services	-	-	-	-	-	21
22	72510 320 Dues & Memberships	-	-	-	-	-	22
23	72510 336 Maintenance & Repair Services - Equipment	-	-	-	-	-	23
24	72510 355 Travel	-	-	-	-	-	24
25	72510 399 Other Contracted Services	3,500	3,500	3,500	3,500	3,500	25
26	72510 411 Data Processing Supplies	-	-	-	-	-	26
27	72510 435 Office Supplies	1,000	1,000	1,000	1,000	1,000	27
28	72510 499 Other Supplies & Materials	-	-	-	-	-	28
29	72510 524 In-Service/Staff Development	1,000	1,000	1,000	1,000	1,000	29
30	72510 599 Other Charges	-	-	-	-	-	30
31	72510 701 Administration Equipment	2,000	500	500	500	500	31
32							32
33	72510 TOTAL FISCAL SERVICES	58,304	58,190	59,617	61,089	62,603	33
34							34
35							35
36							36
37							37
38							38
39							39
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ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1	SUPPORT SERVICES - 72000						1
2	OPERATION & MAINTENANCE OF PLANT (72600)						2
3	OPERATION OF PLANT (72610)						3
4							4
5	72610 105 Supervisor/Director	-	-	-	-	-	5
6	72610 160 Guards	-	-	-	-	-	6
7	72610 161 Secretary(s)	-	-	-	-	-	7
8	72610 166 Custodial Personnel	25,000	25,750	26,523	27,318	28,138	8
9	72610 189 Other Salaries & Wages	-	-	-	-	-	9
10	72610 201 Social Security	1,913	1,970	2,029	2,090	2,153	10
11	72610 204 State Retirement	2,260	2,328	2,398	2,470	2,544	11
12	72610 206 Life Insurance	-	-	-	-	-	12
13	72610 207 Medical Insurance	4,096	4,096	4,096	4,096	4,096	13
14	72610 208 Dental Insurance	-	-	-	-	-	14
15	72610 210 Unemployment Compensation	500	500	500	500	500	15
16	72610 212 Employer Medicare	363	373	385	396	408	16
17	72610 299 Other Fringe Benefits	-	-	-	-	-	17
18	72610 328 Janitorial Services	-	-	-	-	-	18
19	72610 329 Laundry Service	-	-	-	-	-	19
20	72610 336 Maintenance & Repair Services - Equipment	5,000	6,000	7,000	8,000	9,000	20
21	72610 351 Rentals	270,000	320,000	367,500	440,000	460,000	21
22	72610 355 Travel	-	-	-	-	-	22
23	72610 359 Disposal Fees	4,200	4,200	4,200	4,200	4,200	23
24	72610 399 Other Contracted Services	-	-	-	-	-	24
25	72610 407 Coal	-	-	-	-	-	25
26	72610 410 Custodial Supplies	5,000	6,000	7,000	8,000	9,000	26
27	72610 415 Electricity	30,000	35,000	40,000	45,000	50,000	27
28	72610 423 Fuel Oil	-	-	-	-	-	28
29	72610 434 Natural Gas	5,000	7,500	10,000	12,500	15,000	29
30	72610 454 Water & Sewer	2,500	2,750	3,000	3,250	3,500	30
31	72610 499 Other Supplies & Materials	-	-	-	-	-	31
32	72610 501 Boiler Insurance	500	500	500	500	500	32
33	72610 502 Building & Content Insurance	5,000	5,000	5,000	5,000	5,000	33
34	72610 524 In-Service/Staff Development	-	-	-	-	-	34
35	72610 599 Other Charges	500	500	500	500	500	35
36	72610 720 Plant Operation Equipment	-	-	-	-	-	36
37							37
38	72610 TOTAL OPERATION OF PLANT	361,832	422,467	480,631	563,820	594,539	38
39							39
40							40

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ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1	SUPPORT SERVICES - 72000						1
2	OPERATION & MAINTENANCE OF PLANT (72600)						2
3	MAINTENANCE OF PLANT (72620)						3
4							4
5	72620 105 Supervisor/Director	-	-	-	-	-	5
6	72620 161 Secretary(s)	-	-	-	-	-	6
7	72620 167 Maintenance Personnel	-	-	-	-	-	7
8	72620 189 Other Salaries & Wages	-	-	-	-	-	8
9	72620 201 Social Security	-	-	-	-	-	9
10	72620 204 State Retirement	-	-	-	-	-	10
11	72620 206 Life Insurance	-	-	-	-	-	11
12	72620 207 Medical Insurance	-	-	-	-	-	12
13	72620 208 Dental Insurance	-	-	-	-	-	13
14	72620 210 Unemployment Compensation	-	-	-	-	-	14
15	72620 212 Employer Medicare	-	-	-	-	-	15
16	72620 299 Other Fringe Benefits	-	-	-	-	-	16
17	72620 307 Communication	-	-	-	-	-	17
18	72620 329 Laundry Service	-	-	-	-	-	18
19	72620 335 Maintenance & Repair Services - Building	20,000	23,000	26,000	29,000	32,000	19
20	72620 336 Maintenance & Repair Services - Equipment	-	-	-	-	-	20
21	72620 338 Maintenance & Repair Services - Vehicles	-	-	-	-	-	21
22	72620 355 Travel	-	-	-	-	-	22
23	72620 399 Other Contracted Services	-	-	-	-	-	23
24	72620 418 Equipment & Machinery Parts	-	-	-	-	-	24
25	72620 425 Gasoline	-	-	-	-	-	25
26	72620 426 General Construction Materials	10,000	10,000	13,000	16,000	19,000	26
27	72620 499 Other Supplies & Materials	5,000	5,000	5,000	5,000	5,000	27
28	72620 511 Vehicle and Equipment Insurance	-	-	-	-	-	28
29	72620 524 In-Service/Staff Development	-	-	-	-	-	29
30	72620 599 Other Charges	-	-	-	-	-	30
31	72620 701 Administration Equipment	-	-	-	-	-	31
32	72620 717 Maintenance Equipment	5,000	2,000	2,000	2,000	2,000	32
33							33
34	72620 TOTAL MAINTENANCE OF PLANT	40,000	40,000	46,000	52,000	58,000	34
35							35
36							36
37							37
38							38
39							39
40							40

Memphis School of Excellence

ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1	SUPPORT SERVICES - 72000						1
2	STUDENT TRANSPORTATION (72700)						2
3	TRANSPORTATION (72710)						3
4	72710 105 Supervisor/Director	-	-	-	-	-	4
5	72710 142 Mechanic(s)	-	-	-	-	-	5
6	72710 146 Bus Drivers	-	-	-	-	-	6
7	72710 162 Clerical Personnel	-	-	-	-	-	7
8	72710 189 Other Salaries & Wages	-	-	-	-	-	8
9	72710 196 In-Service Training	-	-	-	-	-	9
10	72710 201 Social Security	-	-	-	-	-	10
11	72710 204 State Retirement	-	-	-	-	-	11
12	72710 206 Life Insurance	-	-	-	-	-	12
13	72710 207 Medical Insurance	-	-	-	-	-	13
14	72710 208 Dental Insurance	-	-	-	-	-	14
15	72710 210 Unemployment Compensation	-	-	-	-	-	15
16	72710 212 Employer Medicare	-	-	-	-	-	16
17	72710 299 Other Fringe Benefits	-	-	-	-	-	17
18	72710 307 Communication	-	-	-	-	-	18
19	72710 311 Contracts with Other School Systems	-	-	-	-	-	19
20	72710 312 Contracts with Private Agencies	-	-	-	-	-	20
21	72710 313 Contracts with Parents	-	-	-	-	-	21
22	72710 314 Contracts with Public Carriers	-	-	-	-	-	22
23	72710 315 Contracts with Vehicle Owners	-	-	-	-	-	23
24	72710 329 Laundry Service	-	-	-	-	-	24
25	72710 338 Maintenance & Repair Service-Vehicles	-	-	-	-	-	25
26	72710 340 Medical and Dental Services	-	-	-	-	-	26
27	72710 351 Rentals	-	-	-	-	-	27
28	72710 355 Travel	-	-	-	-	-	28
29	72710 399 Other Contracted Services	-	-	-	-	-	29
30	72710 412 Diesel Fuel	-	-	-	-	-	30
31	72710 418 Equipment & Machinery Parts	-	-	-	-	-	31
32	72710 424 Garage Supplies	-	-	-	-	-	32
33	72710 425 Gasoline	-	-	-	-	-	33
34	72710 433 Lubricants	-	-	-	-	-	34
35	72710 450 Tires & Tubes	-	-	-	-	-	35
36	72710 453 Vehicle Parts	-	-	-	-	-	36
37	72710 499 Other Supplies & Materials	-	-	-	-	-	37
38	72710 511 Vehicle & Equipment Insurance	-	-	-	-	-	38
39	72710 524 In-Service/Staff Development	-	-	-	-	-	39
40	72710 599 Other Charges	-	-	-	-	-	40
41	72710 701 Administration Equipment	-	-	-	-	-	41
42	72710 729 Transportation Equipment	-	-	-	-	-	42

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ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1	SUPPORT SERVICES - 72000						1
2	OTHER SUPPORT SERVICES (72800)						2
3	CENTRAL AND OTHER (72810)						3
4							4
5	72810 105 Supervisor/Director	-	-	-	-	-	5
6	72810 120 Computer Programmer(s)	40,000	42,000	44,000	46,000	48,000	6
7	72810 121 Data Processing Personnel	-	-	-	-	-	7
8	72810 162 Clerical Personnel	-	-	-	-	-	8
9	72810 189 Other Salaries & Wages	-	-	-	-	-	9
10	72810 196 In-Service Training	2,000	2,000	2,000	2,000	2,000	10
11	72810 201 Social Security	3,060	3,213	3,366	3,519	3,672	11
12	72810 204 State Retirement	2,560	2,688	2,816	2,944	3,072	12
13	72810 206 Life Insurance						13
14	72810 207 Medical Insurance	4,096	4,096	4,096	4,096	4,096	14
15	72810 208 Dental Insurance	-	-	-	-	-	15
16	72810 210 Unemployment Compensation	500	500	500	500	500	16
17	72810 212 Employer Medicare	580	609	638	667	696	17
18	72810 299 Other Fringe Benefits	-	-	-	-	-	18
19	72810 308 Consultants	-	-	-	-	-	19
20	72810 317 Data Processing Services	-	-	-	-	-	20
21	72810 330 Operating Lease Payments	-	-	-	-	-	21
22	72810 336 Maintenance & Repair Service Equipment	5,000	5,000	5,000	5,000	5,000	22
23	72810 355 Travel	-	-	-	-	-	23
24	72810 399 Other Contracted Services	-	-	-	-	-	24
25	72810 411 Data Processing Supplies	1,000	1,000	1,000	1,000	1,000	25
26	72810 435 Office Supplies	500	500	500	500	500	26
27	72810 499 Other Supplies & Materials	500	500	500	500	500	27
28	72810 524 In Service/Staff Development	-	-	-	-	-	28
29	72810 599 Other Charges	-	-	-	-	-	29
30	72810 701 Administration Equipment	-	-	-	-	-	30
31	72810 709 Data Processing Equipment	2,000	2,000	2,000	2,000	2,000	31
32	72810 790 Other Equipment	1,000	1,000	1,000	1,000	1,000	32
33							33
34	72810 TOTAL CENTRAL AND OTHER	62,796	65,106	67,416	69,726	72,036	34
35							35
36	72000 TOTAL SUPPORT SERVICES EXPENDITURES	995,881	1,127,945	1,250,793	1,358,759	1,414,469	36
37							37
38							38
39							39
40							40

ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1	OPERATION OF NON-INSTRUCTIONAL SERV. (73000)						1
2	FOOD SERVICE (73100)						2
3	73100 105 Supervisor/Director	-	-	-	-	-	3
4	73100 117 Career Ladder Program	-	-	-	-	-	4
5	73100 119 Accountants/Bookkeepers	-	-	-	-	-	5
6	73100 162 Clerical Personnel	-	-	-	-	-	6
7	73100 165 Cafeteria Personnel	15,000	16,000	17,000	18,000	19,000	7
8	73100 189 Other Salaries & Wages	-	-	-	-	-	8
9	73100 196 In-Service Training						9
10	73100 201 Social Security	1,148	1,224	1,300	1,377	1,453	10
11	73100 204 State Retirement	1,356	1,446	1,537	1,627	1,717	11
12	73100 206 Life Insurance	-	-	-	-	-	12
13	73100 207 Medical Insurance	4,096	4,096	4,096	4,096	4,096	13
14	73100 208 Dental Insurance	-	-	-	-	-	14
15	73100 210 Unemployment Compensation	300	300	300	300	300	15
16	73100 212 Employer Medicare	210	224	238	252	266	16
17	73100 299 Other Fringe Benefits	-	-	-	-	-	17
18	73100 307 Communication	-	-	-	-	-	18
19	73100 329 Laundry Service	-	-	-	-	-	19
20	73100 330 Operating Lease Payments	-	-	-	-	-	20
21	73100 336 Maintenance & Repair Service Equipment	-	-	-	-	-	21
22	73100 342 Payments to Schools-Breakfast	-	-	-	-	-	22
23	73100 343 Payments to Schools-Lunch	-	-	-	-	-	23
24	73100 344 Payments to Schools-Other	-	-	-	-	-	24
25	73100 345 Payments to Schools-Other USDA	-	-	-	-	-	25
26	73100 348 Postal Charges	-	-	-	-	-	26
27	73100 354 Transportation - Other Than Students	-	-	-	-	-	27
28	73100 355 Travel	-	-	-	-	-	28
29	73100 399 Other Contracted Services	181,070	229,907	258,129	301,455	301,455	29
30	73100 421 Food Preparation Supplies	-	-	-	-	-	30
31	73100 422 Food Supplies	4,800	6,000	6,000	7,000	8,000	31
32	73100 435 Office Supplies	-	-	-	-	-	32
33	73100 451 Uniforms	-	-	-	-	-	33
34	73100 452 Utilities	-	-	-	-	-	34
35	73100 499 Other Supplies & Materials	-	-	-	-	-	35
36	73100 524 In Service/Staff Development	-	-	-	-	-	36
37	73100 599 Other Charges	-	-	-	-	-	37
38	73100 710 Food Service Equipment	5,000	5,000	5,000	5,000	5,000	38
39							39
40	73100 TOTAL FOOD SERVICE	212,980	264,197	293,600	339,107	341,287	40

Memphis School of Excellence

ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1	OPERATION OF NON-INSTRUCTIONAL SERV (73000)						1
2	COMMUNITY SERVICES (73300)						2
3							3
4	73300 105 Supervisor/Director	-	-	-	-	-	4
5	73300 116 Teachers	-	-	-	-	-	5
6	73300 117 Career Ladder Program	-	-	-	-	-	6
7	73300 162 Clerical Personnel	-	-	-	-	-	7
8	73300 163 Educational Assistant(s)	-	-	-	-	-	8
9	73300 169 Part time Personnel	-	-	-	-	-	9
10	73300 189 Other Salaries & Wages	-	-	-	-	-	10
11	73300 195 Certified Substitute Teachers	-	-	-	-	-	11
12	73300 198 Non-Certified Substitute Teachers	-	-	-	-	-	12
13	73300 201 Social Security	-	-	-	-	-	13
14	73300 204 State Retirement	-	-	-	-	-	14
15	73300 206 Life Insurance	-	-	-	-	-	15
16	73300 207 Medical Insurance	-	-	-	-	-	16
17	73300 208 Dental Insurance	-	-	-	-	-	17
18	73300 210 Unemployment Compensation	-	-	-	-	-	18
19	73300 212 Employer Medicare	-	-	-	-	-	19
20	73300 299 Other Fringe Benefits	-	-	-	-	-	20
21	73300 336 Maintenance & Repair Services - Equipment	-	-	-	-	-	21
22	73300 355 Travel	-	-	-	-	-	22
23	73300 369 Contracts for Substitute Teachers - Certified	-	-	-	-	-	23
24	73300 370 Contracts for Substitute Teachers - Non-Certified	-	-	-	-	-	24
25	73300 399 Other Contracted Services	-	-	-	-	-	25
26	73300 422 Food Supplies	-	-	-	-	-	26
27	73300 429 Instructional Supplies & Materials	-	-	-	-	-	27
28	73300 499 Other Supplies & Materials	-	-	-	-	-	28
29	73300 509 Refunds	-	-	-	-	-	29
30	73300 524 In Service/Staff Development	-	-	-	-	-	30
31	73300 599 Other Charges	-	-	-	-	-	31
32	73300 790 Other Equipment	-	-	-	-	-	32
33							33
34	73300 TOTAL COMMUNITY SERVICES	-	-	-	-	-	34
35							35
36							36
37							37
38							38
39							39
40							40

ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1	OPERATION OF NON-INSTRUCTIONAL SERV (73000)						1
2	EARLY CHILDHOOD EDUCATION (73400)						2
3							3
4	73400 105 Supervisor/Director	-	-	-	-	-	4
5	73400 116 Teachers	-	-	-	-	-	5
6	73400 117 Career Ladder Program	-	-	-	-	-	6
7	73400 162 Clerical Personnel	-	-	-	-	-	7
8	73400 163 Educational Assistant(s)	-	-	-	-	-	8
9	73400 189 Other Salaries & Wages	-	-	-	-	-	9
10	73400 195 Certified Substitute Teachers	-	-	-	-	-	10
11	73400 198 Non-Certified Substitute Teachers	-	-	-	-	-	11
12	73400 201 Social Security	-	-	-	-	-	12
13	73400 204 State Retirement	-	-	-	-	-	13
14	73400 206 Life Insurance	-	-	-	-	-	14
15	73400 207 Medical Insurance	-	-	-	-	-	15
16	73400 208 Dental Insurance	-	-	-	-	-	16
17	73400 210 Unemployment Compensation	-	-	-	-	-	17
18	73400 212 Employer Medicare	-	-	-	-	-	18
19	73400 299 Other Fringe Benefits	-	-	-	-	-	19
20	73400 310 Contracts W/Other Public Agencies	-	-	-	-	-	20
21	73400 311 Contracts W/Other School Systems	-	-	-	-	-	21
22	73400 312 Contracts W/Private Agencies	-	-	-	-	-	22
23	73400 336 Maintenance & Repair Services - Equipment	-	-	-	-	-	23
24	73400 355 Travel	-	-	-	-	-	24
25	73400 369 Contracts for Substitute Teachers - Certified	-	-	-	-	-	25
26	73400 370 Contracts for Substitute Teachers - Non-Certified	-	-	-	-	-	26
27	73400 399 Other Contracted Services	-	-	-	-	-	27
28	73400 422 Food Supplies	-	-	-	-	-	28
29	73400 429 Instructional Supplies & Materials	-	-	-	-	-	29
30	73400 499 Other Supplies & Materials	-	-	-	-	-	30
31	73400 509 Refunds	-	-	-	-	-	31
32	73400 524 In Service/Staff Development	-	-	-	-	-	32
33	73400 599 Other Charges	-	-	-	-	-	33
34	73400 790 Other Equipment	-	-	-	-	-	34
35							35
36	73400 TOTAL EARLY CHILDHOOD EDUCATION	-	-	-	-	-	36
37							37
38							38
39							39
40							40

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ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1	CAPITAL OUTLAY (76000)						1
2	REGULAR CAPITAL OUTLAY (76100)						2
3							3
4	76100 189 Other Salaries and Wages	-	-	-	-	-	4
5	76100 201 Social Security	-	-	-	-	-	5
6	76100 204 State Retirement	-	-	-	-	-	6
7	76100 206 Life Insurance	-	-	-	-	-	7
8	76100 207 Medical Insurance	-	-	-	-	-	8
9	76100 208 Dental Insurance	-	-	-	-	-	9
10	76100 210 Unemployment Compensation	-	-	-	-	-	10
11	76100 212 Employer Medicare	-	-	-	-	-	11
12	76100 299 Other Fringe Benefits	-	-	-	-	-	12
13	76100 304 Architects	-	-	-	-	-	13
14	76100 308 Consultants	-	-	-	-	-	14
15	76100 321 Engineering Services	-	-	-	-	-	15
16	76100 331 Legal Services	-	-	-	-	-	16
17	76100 399 Other Contracted Services	-	-	-	-	-	17
18	76100 706 Building Construction	-	-	-	-	-	18
19	76100 707 Building Improvements	-	-	-	-	-	19
20	76100 715 Land	-	-	-	-	-	20
21	76100 724 Site Development	-	-	-	-	-	21
22	76100 799 Other Capital Outlay	-	-	-	-	-	22
23							23
24	76100 TOTAL REGULAR CAPITAL OUTLAY	-	-	-	-	-	24
25							25
26	DEBT SERVICE (80000)						26
27	EDUCATION DEBT SERVICE (80000)						27
28	PRINCIPAL (82130)						28
29	82130 601 Principal on Bonds	-	-	-	-	-	29
30	82130 602 Principal on Notes	-	-	-	-	-	30
31	82130 610 Principal on Capitalized Leases	-	-	-	-	-	31
32	82130 612 Principal on Other Loans Payable	102,000	-	-	-	-	32
33	82130 620 Principal on Debt Service Contribution to Primary Government	-	-	-	-	-	33
34	INTEREST (82230)						34
35	82230 603 Interest on Bonds	-	-	-	-	-	35
36	82230 604 Interest on Notes	-	-	-	-	-	36
37	82230 611 Interest on Capitalized Leases	-	-	-	-	-	37
38	82230 613 Interest on Other Loans Payable	5,100	-	-	-	-	38
39	82130 620 Interest on Debt Service Contribution to Primary Government	-	-	-	-	-	39
40	OTHER DEBT SERVICE (82330)						40
41	82330 699 Other Debt Service	-	-	-	-	-	41
42							42

)	43	80000	TOTAL EDUCATION DEBT SERVICE)107,100	-	-	-	-	43)
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ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1	CAPITAL PROJECTS (90000)						1
2	EDUCATION CAPITAL PROJECTS (91300)						2
3							3
4	91300 189 Other Salaries & Wages	-	-	-	-	-	4
5	91300 201 Social Security	-	-	-	-	-	5
6	91300 204 State Retirement	-	-	-	-	-	6
7	91300 206 Life Insurance	-	-	-	-	-	7
8	91300 207 Medical Insurance	-	-	-	-	-	8
9	91300 208 Dental Insurance	-	-	-	-	-	9
10	91300 210 Unemployment Compensation	-	-	-	-	-	10
11	91300 212 Employer Medicare	-	-	-	-	-	11
12	91300 304 Architects	-	-	-	-	-	12
13	91300 308 Consultants	-	-	-	-	-	13
14	91300 321 Engineering Services	-	-	-	-	-	14
15	91300 325 Fiscal Agent Charges	-	-	-	-	-	15
16	91300 331 Legal Services	-	-	-	-	-	16
17	91300 399 Other Contracted Services	-	-	-	-	-	17
18	91300 701 Administration Equipment	-	-	-	-	-	18
19	91300 704 Attendance Equipment	-	-	-	-	-	19
20	91300 706 Building Construction	-	-	-	-	-	20
21	91300 707 Building Improvements	-	-	-	-	-	21
22	91300 709 Data Processing Equipment	-	-	-	-	-	22
23	91300 710 Food Service Equipment	-	-	-	-	-	23
24	91300 711 Furniture & Fixtures	-	-	-	-	-	24
25	91300 715 Land	-	-	-	-	-	25
26	91300 717 Maintenance Equipment	-	-	-	-	-	26
27	91300 720 Plant Operation Equipment	-	-	-	-	-	27
28	91300 722 Regular Instruction Equipment	-	-	-	-	-	28
29	91300 724 Site Development	-	-	-	-	-	29
30	91300 725 Special Education Equipment	-	-	-	-	-	30
31	91300 730 Vocational Instr Equipment	-	-	-	-	-	31
32	91300 735 Health Equipment	-	-	-	-	-	32
33	91300 790 Other Equipment	-	-	-	-	-	33
34	91300 799 Other Capital Outlay	-	-	-	-	-	34
35							35
36	91300 TOTAL EDUCATION CAPITAL PROJECTS	-	-	-	-	-	36
37							37
38							38
39							39
40							40

CHARTER SCHOOL FIVE YEAR PLANNING BUDGET
Memphis School of Excellence

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ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5
1	OTHER USES (99000)					
2	TRANSFERS (99100)					
3						
4	99100 590 Transfers Out (complete schedule below)	-	-	-	-	-
5						
6						
7						
8	99000 TOTAL OTHER USES	-	-	-	-	-
9						
10						
11						
12	730000 GRAND TOTAL EXPENDITURES (APPROPRIATIONS)	2,458,021	2,752,456	3,288,752	3,957,202	4,043,511
13						
14						
15						
16						
17						
18						
19						
20						
21						
22	SCHEDULE OF TRANSFERS					
23	FUND # PURPOSE FROM FUND TO FUND AMOUNT					
24						
25						
26						
27						
28						
29						
30						
31						
32						
33						
34						
35						
36						
37						
38						
39						
40						

APPENDIX F

Financial Audit Proposal

TAMARA L. BECKMAN
CERTIFIED PUBLIC ACCOUNTANT

6 SOUTH MADISON AVENUE
COOKEVILLE, TN 38501
Office (931) 526-5489
Fax (931) 526-9064

BACKGROUND OF FIRM

Tamara L. Beckman, CPA is located in Cookeville, Tennessee. We have been in business for 20 years. Approximately 80% of our annual revenue is derived from audits in the nonprofit and government sectors. We currently provide audits for approximately 30 local governmental entities. Most of our government clients are small component units, including several school activity funds for local counties' board of education. During this year, we are providing audit services for the activity funds and centralized cafeteria fund for the Board of Education in Smith County, DeKalb County, Bledsoe County, Putnam County, and Warren County. In the nonprofit sector, we currently have approximately 20 organizations that we provide audit services for. Our staffing is stable with the only turnover in the last three years being an administrative assistant.

The clients we have lost in the past three years are as follows:

- Macon County Emergency Communications District. The client decided to find a CPA closer to the District.
- Double Springs Utility District – client just wanted to change auditors to gain another perspective.

These are the only audit clients we have lost in the past three years.

BILLING RATES

Our billing rates per hour for the past three years have been as follows:

<u>Personnel Class</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
Staff	45.00	45.00	45.00
Supervisor	90.00	90.00	90.00
Partner	180.00	180.00	180.00

OTHER ITEMS

Tamara L. Beckman, CPA is a small firm, but we make up for our size by the quality in our work and our ability to work well with our clients. We are friendly and professional and are able to provide personal attention to our clients throughout the year as well as during the audit process that the larger firms simply cannot do. As you can see, we have never lost a client due to disagreements with management. Clients enjoy working with us because we understand our client's business and we are used to working with nonprofit and governmental entities. We include our travel time and phone calls, etc. in the price of our bid, so as not to constantly be charging our clients for every conversation and every little detail.

Our approach to technical disagreement is much the same as any other firm. Between staff, we discuss the problem and do additional research if necessary to make sure the outcome is the correct course of action. As far as management disagreements, additional research may be needed as well. If the disagreements are of a material magnitude, we may withdraw from the engagement. This has not occurred as of yet with any client. We have always been able to work through any differences; however, ethical behavior is at the core of this firm and if a material problem could not be resolved to our satisfaction, we may choose to withdraw from the engagement.

EXPECTED AUDIT APPROACH

The staff to be assigned to your audit will be:

- **Tamara L. Beckman, CPA (proprietor)**

Tamara received her B.S. in Accounting Degree in 1990, passed the CPA exam in 1995 and earned an MBA degree in August, 2005. She has 10 years experience in public accounting with a total of 17 years experience in the accounting field. She has worked in various industries including manufacturing, health care and public accounting. She worked for this firm for 5 years as an auditor spending most of her time auditing nonprofits and governmental entities before purchasing the business in January, 2004.

- **Sabrina Cantrell, Audit Supervisor**

Sabrina began employment with this firm part-time finishing college. She earned her B.S. in Accounting Degree in 2002 and began working full time for the firm. She has had a total of 5 years experience in audit, spending most of her time auditing nonprofits and governmental entities.

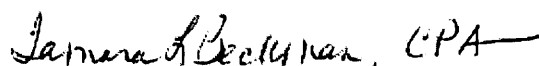
Our audit approach will be as follows:

- Send confirmations on banks, income sources and material vendor balances.
- We will need access to all bank statements, paid invoices, deposit information, minutes of the board of directors meetings, all contracts, leases and loans, insurance policies, etc.
- We expect the field work to take approximately two days and then we will complete the audit at our office. The field work may be performed at your office if you prefer, or the books can be boxed and brought to our office.
- When the audit is complete, we would be glad to present it to your Board, Audit Committee, etc.

AUDIT FEES

We expect the audit fee range to be \$3,000 - \$4,000. This fee will include all phone calls, copies and travel expenses incurred by us. We will not increase our fee structure for three years. After three years, you may expect a \$500 increase.

Sincerely,



Tamara L. Beckman, CPA

APPENDIX G

Resumes of Read Foundation

Board Members

Cem AKKUS

Experience	2009 -	<i>The University of Memphis</i>	<i>Memphis</i>
		Teaching Assistant	
		<ul style="list-style-type: none">• Landforms and GIS labs.• Preparing notes and quizzes for these classes.	
	2008 - 2009	<i>Infoserve Technologies Corporation</i>	<i>New York</i>
		QC and Network Engineer	
		<ul style="list-style-type: none">• Working with the programming department to improve the software; Master Merchant and Master Chef 2008.• Preparing demos for the company's internet page.	
	2002 - 2005	<i>EMI Mapping and Computing Inc.</i>	<i>Istanbul</i>
		GIS/CAD Specialist	
		<ul style="list-style-type: none">• Mapsheets Production Project in Facade Rehabilitation Project of Halic-Fatih / Eminonu Coasts and Inside Area of the Rampart with 1:500 Scale Terrestrial Photogrammetric Method• Registry Updating of Istanbul Municipality Properties and Evaluate on GIS• Urban Design Project in Istanbul Zeytinburnu County 58th Bulvar St.• Urban Design Project in Istanbul Eski Edirne Road• The Project of Determination of Independent Objects in Istanbul Eminonu County for Eminonu Municipality• MEER Cadastre Renovation Project for Marmarian Earthquake Area 1st Part - YALOVA	
	1995 - 1997	<i>Kismet Roof Factory</i>	<i>Manisa</i>
Education		Job Accounting Assistant	
		<ul style="list-style-type: none">• Accepted full-time position after one-year internship	
	2009	<i>The University of Memphis</i>	<i>Memphis</i>
		PhD, Department of Earth Science - Geography	
		<ul style="list-style-type: none">• Specialized in GIS and Geospatial Semantics	
	2008 - 2009	<i>Infoserve Technologies Institution</i>	<i>New York</i>
		Programming Certificate Course	
		<ul style="list-style-type: none">• Java Programming and Web Design	

2002 – 2005 Yildiz Technical University

Istanbul

MSc., Faculty of Civil Engineering - Geodesy and Photogrammetry Engineering

- 3.5 GPA
- Research papers about Metadata, Network Analysis, Address Geocoding and Graph Theory
- Thesis: Benefit Probabilities of Geographic Information Systems in Terms of Emergency Aid Services
- Currently working on a publication of the thesis with the Advisor

1997 – 2002 Karadeniz Technical University

Trabzon

Bachelor, Faculty of Engineering - Geodesy and Photogrammetry Engineering

- Thesis: Address Geocoding in Terms of Geographic Information Systems
- The highest scores of the class for C Programming and GIS
- C and GIS tutoring to some of my classmates

1993 – 1996 Salihli Trade High School

Manisa

High School, Accounting

- The highest score of the class for mathematics and accounting
- The only one who received the highest university quantitative examination score in this school and could enroll an engineering field up until now

**Language
Education**

2006 – 2007 Manhattan Language

New York

- Advanced Level – English

2005 – 2006 Horizont Bildungszentrum

Essen

- Elementary Level – German

2005 Wall Street Institute

Essen

- Upper-Intermediate Level – English

**Computer
Experiences**

General

: Windows 9X/NT/2000/XP/Vista, MS Office 9X/200X/XP

CAD/GIS

: Microstation SE/V8, Autocad, NetCAD, ArcView 3.2, ArcGIS 9.X

Design – Edit

: Coral Draw 12, Paint Shop Pro 7, Photoshop CS3, Ulead Video Studio, Total Video Converter, TMPGEnc 4.0 Xpress, Wondershare Demo Creator, Dreamweaver 8.0

Programming

: Java, C, Visual Basic, Avenue

Volunteer Works

- Mathematics and English Tutoring
- Designing presentations, advertisements and brochures for some Educational and/or Cultural Non-Profit Organizations
- Arranging educational and/or cultural organizations

Scholarships

- For Bachelor Degree, gained Prime Minister's Scholarship
- For Bachelor Degree, gained a scholarship from Ulku Roof Factory
- For my education expense in Germany, gained a scholarship from Ein Blick in Die Zukunft e.V. which is located in Germany

Hobbies

Chess, table tennis, ice skating, sightseeing, photography, hiking

References

Steve Hsiang	Infoserve Technologies Corporation, New York
• Chief Executive Officer	718-326-8888
Assoc. Prof. Cetin Comert	Karadeniz Technical University
• Bachelor Thesis Adviser	462-377-3123
Assist. Prof. Umit Gumusay	Yildiz Technical University
• Master Thesis Adviser	212-259-7070 / 2496
Dr. Hikmet Ates	EMI Mapping and Computing Inc.
• Head of GIS/RS Department	212-221-2264

CURRICULUM VITAE

Robert P. Connolly
Director, C.H. Nash Museum
Chucalissa Archaeological Site
1987 Indian Village Dr.
Memphis, TN 38109

Home address: 480 S. Greer St.
Memphis, TN 38111

901-323-5625 - home
901-604-3492 - cell
rpost54@bellsouth.net

Associate Professor
Department of Anthropology
316 Manning Hall
Memphis TN 38152

901-785-3160 - museum
901-678-3331 - campus
rcnnolly@memphis.edu

EDUCATION

- 1996 Ph.D. Anthropology, University of Illinois, Urbana-Champaign. (Dissertation Title: *Middle Woodland Hilltop Enclosures: The Built Environment, Construction and Function.*)
- 1991 M.A. Anthropology, University of Cincinnati. (Thesis Title: *Prehistoric Site Structure at the Fort Ancient Site: New Evidence from Lithic Analysis.* M.A. Thesis nominated by the Division of Research and Advanced Studies, University of Cincinnati, for Midwestern Association of Graduate Schools' 1992 Distinguished Master's Thesis Award).
- 1989 B.A. Anthropology with Departmental Honors, University of Cincinnati.

PROFESSIONAL POSITIONS

- 2007 - Present Director, C.H. Nash Museum at Chucalissa
Associate Professor, Department of Anthropology, The University of Memphis
- 2003-07 Cathedral Administrator, St. Andrew's Episcopal Cathedral, Jackson, MS
- 1996-03 Station Archaeologist, Poverty Point State Historic Site
Assistant Professor, University of Louisiana at Monroe, Department of Geosciences
- 1994 Instructor, College of Mount Saint Joseph Archaeological Field School
- 1993 Visiting Lecturer, University of Illinois, Urbana-Champaign
- 1993-96 Instructor, University of Cincinnati (full-time faculty replacement 1994-95)
- 1989-96 Instructor, University of Cincinnati Archaeological Field School
- 1991-92 Teaching Assistant, University of Illinois, Urbana-Champaign
- 1991 Instructor, College of Mount Saint Joseph Archaeological Field School
- 1989-90 Graduate Assistant, University of Cincinnati
- 1988-89 Co-Director, University of Cincinnati Archaeological Field School

COMMUNITY SERVICE

- Former Mentor, Millsaps College, Faith and Works Initiative
- Service on numerous professional boards and organizations including Native American, Interfaith, and Anthropological.
- Service work with a host of agencies from adolescence to the present including but not limited to, voter registration, Meals on Wheels, Habitat for Humanity in the United States and Honduras, Medical Missions to Kuna and Embara in Panama, substance abuse recovery service, Interfaith dialogue facilitator.
- As a volunteer, over 150 anthropologically related presentations to community and student groups.
- Graduate and former mentor, Education for Ministry, University of the South at Sewanee

COURSES TAUGHT

Introduction to Archaeology
Introduction to Cultural Anthropology
Prehistory of the New World
Prehistory of Mesoamerica
Origins of Agriculture
Anthropological Research Design
Archaeological Field Methods (Summer Field Schools)
Archaeological Survey Methods
Archaeological Laboratory Analysis
North American Prehistory
North American Indians
Museum Practices

RESEARCH INTERESTS

Public Archaeology
Education Curriculum in Anthropology
Public Interpretation in Anthropology
Native American Cultures of the Eastern Woodlands from 2000 B.C. to present
New World prehistoric monumental architecture
Origin of Complex Society
Prehistoric Symbolism and Cognition
Museum Studies

PUBLICATIONS

- 2007 An Assessment of Radiocarbon Age Results from the Poverty Point site *Louisiana Archaeology* Volume 28.
- 2005 (edited with Bradley Lepper) *The Fort Ancient Earthwork: Prehistoric Lifeways of the Hopewell in Southwestern Ohio*, Ohio Historical Society
- 2003 Final Report on the 1980 - 1982 Excavations, Northwest Ridge One, The Poverty Point Site, (16WC5). *Louisiana Archaeology*, Volume 25.
- 1999 (with Alan P. Sullivan III) Middle Woodland Earthwork Economics, Technology, and Settlement: Evidence From Surface Collections. In *Surface Archaeological Data and Their Inferential Potential* edited by Alan P. Sullivan III, University of New Mexico Press.
- 1998 The Architectural Grammar of Middle Woodland Hilltop Enclosures: Fort Ancient as a Case Study. In *Ancient Earthen Enclosures of the Eastern Woodlands*, edited by Lynne Sullivan and Robert Mainfort, University Press of Florida, Gainesville.
- 1997 Hopewellian Habitation at the Fort Ancient Site. In volume *Ohio Hopewell Community Organization* edited by William Dancey and Paul Pacheco, Kent State University Press.
- 1996 Prehistoric Land Modification at the Ft. Ancient Hilltop Enclosure - An Accretive Model of Development. In *Hopewell Archaeology: A View from the Core*, edited by Paul Pacheco, the Ohio Archaeological Council.
- 1993 (with Vernon L. Scarborough and Steven P. Ross) The Prehispanic Maya Reservoir System at Kinal, Peten, Guatemala. *Ancient Mesoamerica* Volume 5:97-106.

- 1992 The Fort Ancient Site (33Wa2) Warren County, Ohio: Activity Areas Examined, 1982-1990.
Florida State Journal of Anthropology, Volume 17:7-15.

FIELD EXPERIENCE

- 1996-2003 Multiple field investigations at the Poverty Point site (16WC5)
- 1989 - 96 Instructor for the University of Cincinnati, Department of Anthropology, summer field school excavations at the Fort Ancient State Memorial.
- 1994 Instructor for College of Mount Saint Joseph summer field school of historic period architecture at Music Hall site, Cincinnati, Ohio
- 1994 Archaeological Supervisor in forensic skeletal recovery (for State Medical Examiner, Kentucky) under the direction of Elizabeth Murray, College of Mount St. Joseph.
- 1993 Archaeological Supervisor in forensic skeletal recovery (for Campbell County Coroner's Office, Kentucky) under the direction of Elizabeth Murray, College of Mount St. Joseph.
- 1993 Field Director of Phase II and III Investigations at Fermco Water Line Project, Hamilton/Butler Counties, Ohio. Gray and Pape Cultural Resource Management.
- 1993 Field Director of Phase I and II Investigations for proposed improvements to Colonial Park, City of Lebanon, Warren County, Ohio. Gray and Pape Cultural Resource Management.
- 1992 Lithic analyst for six Phase II surface collections for South Milford Project, Clermont County, Ohio. University of Cincinnati Cultural Resources Management.
- 1992 Archaeological Supervisor in two forensic skeletal recoveries (for Hamilton County Coroner's Office, Ohio) under the direction of Elizabeth Murray, College of Mount St. Joseph.
- 1992 Field Director for Phase II Investigations at the Martin's Field Site (33Ha588) Hamilton County, Ohio. Gray and Pape Cultural Resource Management.
- 1991 Archaeologist for ten-week field project at Rio Azul, Guatemala, under the direction of Richard Adams and Vernon Scarborough.
- 1991 Instructor for the College of Mount St. Joseph summer field school excavations at the Fort Ancient State Memorial.
- 1991 Archaeological Supervisor in forensic skeletal recovery (for Montgomery County Coroner's Office, Ohio) under the direction of Elizabeth Murray, College of Mount St. Joseph.
- 1990 Archaeologist for Phase I shoreline reconnaissance of Buckhorn Lake, Buckhorn Lake State Park, Perry County, Kentucky. University of Cincinnati Cultural Resources Management.
- 1990 Archaeologist for Phase II reconnaissance of the proposed Woodsdale Generating Station, Butler County, Ohio. University of Cincinnati Cultural Resources Management.
- 1989 Co-Director of summer field excavations at the Fort Ancient State Memorial.
- 1989 Paleopathology analysis of skeletal material from the Saylor Park Mound, Hamilton County, Ohio. Cincinnati Museum of Natural History.

- 1988 Assistant Supervisor for University of Cincinnati, Department of Anthropology, summer field school excavations at the Fort Ancient State Memorial.
- 1988 Archaeologist for salvage excavation and artifact processing at the Madisonville Site, Hamilton County, Ohio. Cincinnati Museum of Natural History.
- 1987 University of Cincinnati, Department of Anthropology, summer field school excavations at the Fort Ancient State Memorial.

RESEARCH REPORTS

- 2003 2003 Annual Report of the Station Archaeologist at the Poverty Point State Historic Site. Report on file, Division of Archaeology, Baton Rouge

Research Design for the Poverty Point Site. Report on file, Division of Archaeology, Baton Rouge.
- 2002 2002 Annual Report of the Station Archaeologist at the Poverty Point State Historic Site. Report on file, Division of Archaeology, Baton Rouge
- 2001 Final Report on the 1980 - 1982 Excavations, Northwest Ridge One, The Poverty Point Site, (16WC5), Volumes I, II, and III. Report on file, Division of Archaeology, Baton Rouge.

2001 Annual Report of the Station Archaeologist at the Poverty Point State Historic Site. Report on file, Division of Archaeology, Baton Rouge
- 2000 2000 Annual Report of the Station Archaeologist at the Poverty Point State Historic Site. Report on file, Division of Archaeology, Baton Rouge
- 1999 1999 Annual Report of the Station Archaeologist at the Poverty Point State Commemorative Area. Report on file, Division of Archaeology, Baton Rouge
- 1998 1998 Annual Report of the Station Archaeologist at the Poverty Point State Commemorative Area. Report on file, Division of Archaeology, Baton Rouge

(with Lauren E. Sieg and Carol Yokell) Artifact Analysis. Volume IV, 1995 Report of Investigations at the Fort Ancient State Memorial
- 1997 1997 Annual Report of the Station Archaeologist at the Poverty Point State Commemorative Area. Report on file, Division of Archaeology, Baton Rouge

(with Lauren E. Sieg) Museum Expansion and Garden Zones. Volume I, 1995 Report of Investigations at the Fort Ancient State Memorial.

(with Lauren E. Sieg) The Gateway 84 Embankment Wall. Volume II, 1995 Report of Investigations at the Fort Ancient State Memorial.
- 1996 1996 Annual Report of the Station Archaeologist at the Poverty Point State Commemorative Area. Report on file, Division of Archaeology, Baton Rouge
- 1991 (with Lauren E. Sieg) Preliminary report of 1991 excavations at the Fort Ancient State Memorial. On file at the Ohio Historical Society, Columbus .
- 1989 Preliminary report of 1989 excavations at the Fort Ancient State Memorial. On file at the Ohio Historical Society, Columbus.

- 1988 Preliminary report of 1988 excavations at the Fort Ancient State Memorial. On file at the Ohio Historical Society, Columbus.
- 1988 Paleopathology analysis of skeletal material from the Saylor Park Mound. On file at the Cincinnati Museum of Natural History.

SELECTED PAPERS PRESENTED AT CONFERENCES

- 2003 Accountability in Public Interpretation: The Archaeologist as Expert and Guide. Paper presented in the symposium Emblems of American Archaeology's Past at the 68th Annual Meeting of the Society for American Archaeology, Milwaukee.
- 2002 Finally a Final Report on the 1980 - 1982 Excavations at Poverty Point. Paper presented at the 27th Annual Meeting of the Louisiana Archaeology Society, Leesville.
- 2001 Active vs. Passive Interpretation in Archaeology. Paper presented at the 58th Annual Meeting of the Southeastern Archaeology Conference, Chattanooga.
- 2001 (with Ted. S. Sunderhaus) Preparing the Canvas: Landform Modification Prior to Earthwork Construction Paper presented in invited symposium sponsored by the Geoarchaeology Interest Group, Society for American Archaeology, 66th Annual Meeting, New Orleans, Louisiana, April 18-22, 2001
- 2001 New Research with Old Artifacts: Results and Prospects. Presented at the 26th Annual Meeting of the Louisiana Archaeology Society, Natchitoches.
- 1999 Poverty Point Projectile Point Project: Variation by Ridge or Sector. Presented at the 56th Annual Meeting of the Southeastern Archaeology Conference, Pensacola
- (with Alisha D. Wright) Poverty Point Artifact Variation by Ridge or Sector. Presented at the 25th annual meeting of the Louisiana Archaeological Society, Monroe
- 1998 The Evidence of House Structures at Poverty Point: An Assessment of the 1980-82 Excavation Data. Presented at the 24th Annual Meeting of the Louisiana Archaeological Society, Baton Rouge.
- 1998 Morphological Variation in Artifact Size as an Indicator of Social Organization at the Poverty Point Site. Presented at the Annual Meeting of the Louisiana Academy of Sciences, Hammond.
- 1997 (with Ellen Ibert and Charles Parker) The Research Potential of Treefalls: A Case Study from the Poverty Point Site. Presented at the 54th Annual Meeting of the Southeastern Archaeology Conference, Baton Rouge
- 1996 Middle Woodland Hilltop Enclosures at Corporate/Sacred Centers: Analysis of Fort Ancient, Warren County, Ohio. Presented in the symposium "Ritual Landscapes" at the Annual Meeting, Society for American Archaeology, New Orleans.
- 1996 The Evidence of House Structures at Poverty Point: An Assessment of the 1980-82 Excavation Data. Presented at the 53rd Annual Meeting of the Southeastern Archaeological Conference, Birmingham.
- 1995 (with Lauren E. Sieg, Adrienne J. Lazazzera, and Ted S. Sunderhaus) Current Research at Fort Ancient. Presented at the Annual meeting of the Southeastern Archaeological Conference, Knoxville.

- 1994 The Built Environment of Hilltop Enclosures. Presented in the symposium "Middle Woodland Enclosures: The Archaeology of Structured Space" at Annual Meeting of the Southeastern Archaeological Conference, Lexington.
- 1994 (with Sue E. Kozarek) Middle Woodland Earthwork Economics, Technology, and Settlement: Evidence From Surface Collections. Presented in the symposium "Surface Archaeological Data and Their Inferential Potential" at Annual Meeting of the Society for American Archaeology, Anaheim.
- 1993 (with Lauren E. Sieg) Prehistoric Architecture and the Development of Public Space at the Fort Ancient Hilltop Enclosure. Presented at the Fifth International and Interdisciplinary Forum on Built Form and Culture Research, Cincinnati.
- 1992 Prehistoric Landscaping at the Fort Ancient Hilltop Enclosure. Presented at the Annual Meeting of the Midwest Archaeological Conference, Grand Rapids.
- 1992 Recent Excavations at the Fort Ancient State Memorial, Warren County, Ohio: Looking for the Hopewell People. Presented at the Annual Meeting of West Virginia Archaeological Society/Archaeological Society of Ohio, Marietta.
- 1992 Hopewellian Habitation at the Fort Ancient Site. Presented in the symposium "Testing the Prufer Model of Hopewell Settlement" at the Annual Meeting of the Society for American Archaeology, Pittsburgh.
- 1991 (with Vernon L. Scarborough and Steven P. Ross) Reservoirs and Watersheds in the Central Maya Lowlands. Presented at the Conference on Ancient Maya Agriculture and Biological Resource Management, Riverside, California.

PROFESSIONAL AFFILIATIONS

Southeast Museum Conference - Member
Society for Applied Anthropology - Member
Society for American Archaeology - Member
American Anthropological Association - Member
American Association of Museums - Member
Southeastern Archaeological Conference - Life Member
Louisiana Archaeological Society - Life Member
Mississippi Archaeological Association - Life Member

REFERENCES

On request

Emin Kuscü

**4912 Park Avenue
Memphis TN, 38117
Tel: (615) 243-9235
Email : ekuscu@utmem.edu**

SKILLS

Languages:	C#, Java, C/C++, Pascal
Internet:	ASP.NET 1.1/2.0, JavaScript, HTML, CSS, PHP, IE 7.0
Database:	Oracle 10g, ADO.NET, MS SQL 2000, Access, MySQL
IDE:	VS.NET 2003/2005, Eclipse, NetBeans, Dreamweaver 9

CERTIFICATION

Sun Certified Java Programmer (SCJP), 2007
devLink Technical Conference, Nashville, 2007

WORK EXPERIENCE

June 2008 - Present Web Application Developer, in Clinical and Translational Science Institute at University of Tennessee Health Science, Memphis, TN

- Designed and implemented applications for Clinical Research: Information systems for Clinical Data using web based technologies and Oracle Database.

2005 - 2007 .Net Application Developer, ITMRL Lab, Nashville TN

- Designed and implemented applications for Visual Telerobotics: Speech Recognition and Robot-Human (H-R) Dialogue: This application accomplishes to intelligent H-R interactions using speech to text and text to speech components.

Used Skills: C#, MS Access, Microsoft SDK Library for speech recognition, Text to Speech and Speech to Text

- Robot Localization using Indoor GPS: This application accomplishes finding the position and orientation of the mobile robot using beacons which have fixed locations.

Used Skills: C#, SQL Server 2000, ADO.Net, HTML, XML, CSS, JavaScript, Information fusion using mathematical calculations

- Robot Localization using Landmarks (Currently working): This application

accomplishes finding the position and orientation of the mobile robot using landmarks using camera which is located on the robot.

Used Skills: C#, Information fusion using mathematical calculations, Back Propagation algorithms for object recognition

- Face Recognition (Currently working): This application used recognizing the specific person among the other people using face recognition algorithms.

Used Skills: C#, MS Access, Back Propagation algorithms for object recognition

Java projects:

- Trilobot Navigation Project: This application provides full control of trilobot to navigate intelligently using sensors and provided components.

Used Skills: Java 1.5, JDBC, Oracle, Using serial communication libraries, Provided navigation, and control of compass, grabber, sonar sensors, camera, and laser.

2002-2004 Web Developer, Toksu & Chase Inc. Istanbul

Last web application what I established in that company:
<http://www.otoalsat.com> : Developed a portal application for B2B, B2P and B2C used&new car trading. It is chosen 4th best web site in online auto market

EDUCATION

2005-2007	Master of Engineering (Robotics) Tennessee State University, Nashville TN (GPA: 3.42/4.0)
1997-2002	Computer Engineering Sakarya University, Sakarya (GPA: 3.4/4.0)

ACTIVITIES

1998-2002 Mentor, Anafen Private Teaching Institution.

Helping the middle and high school students with extra math and science classes

MUTLU CELIKOK

901 Wildbird Cove ♦ Collierville, TN 38017 ♦ Phone: (901) 854-7886 ♦ mcelikok@gmail.com

KEY QUALIFICATIONS

- ♦ Respected Leader: 7 years management experience leading a broad array of projects.
- ♦ Broad Experience: Diverse academic and professional assignments, utilizing advanced technology and contemporary management techniques to resolve challenging issues.
- ♦ Influential Change Agent: 8 years experience leading complex service improvement projects through cross-functional initiatives.
- ♦ Strong Analytical Skills: 3 years experience as Marketing Analyst, Engineering degree with specialization in Statistics and MBA with concentration in Finance and MIS.

EXPERIENCE

The University of Memphis, Fogelman College of Business & Economics, Memphis, TN
Adjunct Instructor, Marketing & Supply Chain, 08/2008-Present

Academic Instruction

- ♦ Teaching undergraduate level Principles of Marketing course to upper class students, in order to develop their understanding of core marketing concepts and how to apply them. Utilizing an innovative approach that involves a wide array of tools such as comprehensive class website and interactive business decision simulation assignment.

FedEx Corporate Services, Digital Access Marketing, Memphis, TN
Marketing Manager, 07/2000-Present

Leadership

- ♦ Proven ability to lead high impact organizations:
FedEx Global Trade Manager Program & International Shipping Experience Team
- ♦ Received Corporate Marketing's Shining Star Award in 2005 & 2006.
- ♦ Selected for International Panel at FedEx Leadership Institute's Diversity Class.
- ♦ Nominated to chair People First Cultural Competency group that developed innovative events, in order to build a higher performing, more inclusive organizational culture.

Product Development

- ♦ Oversaw the development of a portfolio strategy for FedEx Global Trade Manager that was designed to sustain leadership in international tools space. Through implementation of this plan, launched completely revamped user interface, expanded country coverage from 25 to 212 countries.
- ♦ Led the launch of industry's next generation online tracking system, FedEx Insight, which provided real time package tracking status through sophisticated online search and matching algorithms and did not require the users to have the tracking number.

Customer Experience Improvement

- ♦ Led development of Online Express Savings (OES) application with superb user experience. Program featured with a 2002 Super Bowl ad and cited in FY2002 Q2 earning press release as one of the four reasons for generating incremental revenue.

FedEx Corporation, Pricing & Product Development, Memphis, TN
Marketing Analyst, 07/1997-07/2000

Process Improvement

- ♦ Led Product Development Marketing Process Improvement Team. Designed a streamlined Stage Gate Methodology, Project Scoring Model and project templates. This was the foundation of Phase Gate process that guided development of new products and services from 2002 until 2004.

The University of Georgia, MIS Department, Athens, GA
Graduate Assistant, 09/1995 - 06/1996 & 09/1996 - 06/1997

Strategy Development

- ♦ Conducted research on electronic commerce strategy. Presented research paper highlighting role of Electronic Commerce in global competitiveness at UNESCO International Conference on Technology Management.

- ◆ Supported teaching activities for undergraduate level Management Information Systems courses in The University of Georgia, Terry College of Business.

The Gillette Company, Finance Department, Istanbul
Financial Planning & Reporting Intern, 07/96-09/96

Financial Analysis

- ◆ Prepared Braun Profit & Loss Statements and Product Profitability Analysis.
- ◆ Worked with Braun Country Manager to prepare annual business plan of \$10 Million.

EDUCATION

Master of Business Administration, June 1997

University of Georgia, Terry College of Business, GPA: 3.92/4.00, GMAT: 710

- ◆ Specializations: Corporate Finance & Management Information Systems
- ◆ Awarded 2nd Place Nationally in Camden Invitational Strategy Case Competition.
- ◆ Received Merit Based Assistantship for research on eStrategy.

Bachelor of Science in Industrial Engineering, July 1995

Bogazici University, Istanbul, GPA: 3.37/4.00

- ◆ Specialization: Statistics

PROFESSIONAL TRAINING

- ◆ Global Strategic Planning, Harvard Business School, 2006.
- ◆ Negotiation for Executives, Harvard Law School, 2005.
- ◆ Strategic Business Leadership, The University of Chicago Executive Education, 2004.
- ◆ Asian Business Culture, The University of Memphis & FedEx Global Education, 2004.
- ◆ Media Training, Spaeth Communications Inc., 2003.
- ◆ Leadership Foundations & Diversity Classes, FedEx Leadership Institute, 2002.
- ◆ Product Management, University of Wisconsin-Madison, 2000.

ADDITIONAL INFORMATION

- ◆ Computer Skills: All MS Office Applications, SAS, SQL, GQL, UNIX, MVS/TSO.
- ◆ Languages: English (Fluent), Turkish (Native), German (Intermediate).

Ozgenc Aktas-Kocak

198 Island Bluff Drive
Memphis, TN 38103
ozgenc13@msu.edu
(901) 528 9299

Professional Background and Goals:

The student Affairs Administration Program at Michigan State University is one of the best in the nation. Therefore, I feel privileged to have completed this program. Academic and hands-on experiences I had while pursuing my M.A. degree in Student Affairs Administration will help me deliver quality advising to students who deserve dependable, accurate, honest, friendly and professional guidance. I believe that my degree with its large scope of area emphasis enables me to become knowledgeable about the relevant policies, procedures, and rules of educational institutions in general.

Upon completing my degree, we moved to Memphis in 2002 as my husband was given the opportunity to work at one of the best places in medical research, St. Jude Children's Research Hospital. We had our two daughters here in Memphis and since then, I have been fulfilling my role of full time motherhood. Now that my daughters are going to school part time, I am ready to return to where I left off, on a part time basis.

I strongly believe that my interpersonal abilities and strong organizational skills, combined with my dependability and dedication, will enable me to make a valuable contribution to an educational institution if given the opportunity. I enjoy challenges and will work hard to achieve my goals. If you are seeking a qualified and productive individual who is ready and willing to learn, then I believe I am the right person.

Education:

- ◆ **Michigan State University.** East Lansing, MI. **1999-2001**
Master of Arts in Student Affairs Administration.
- ◆ **Hacettepe University.** Ankara **1994-1998**
Bachelor of Arts in Teaching English as a second language.
- ◆ **Kingsway College,** London, England. **1990-1993**
Studied English and took a certificate program on the development of European Community.
- ◆ **Dokuz Eylul University,** Izmir **1989-1990**
Associate degree in Business Administration.

Professional Experience:

St. Jude Children's Research Hospital, Memphis, TN **January 2008-Present**

- ◆ **Academic Programs Office**
 - Responsible for reviewing and filing of the travel authorization and expense reports of postdoctoral candidates and the Academic Programs Office (APO) employees;
 - Responsible for updating and maintaining the postdoctoral alumni database of APO;
 - Responsible for conducting and reporting surveys aiming at learning about the postdoctoral experience of St. Jude Postdocs and clinical fellows.

Michigan State University, East Lansing, MI

- ◆ **College of Arts and Letters.** **May 2002-August 2002**
Temporary Specialist, Academic Advisor
 - Advised Undergraduate Students in the College of Arts and Letters

including the new students attending the summer Academic Orientation Program.

- Advised new honors students during the summer Academic Orientation Program.

◆ **International Studies in Education, College of Education** **Sep. 1999 - Dec. 2001**
Graduate Assistant

- Advised international masters and doctoral students in academic issues such as finding grants, improving their computer skills, etc..
- Developed programs for the benefit of the international students.
- Coordinated support for the students and the visiting scholars.
- Assisted with recruitment of new international students to the College.
- Conducted surveys to improve the admissions process for the prospective international students.
- Assisted faculty members with various international projects.

◆ **College of Arts and Letters,** **Sep. - Dec. 2001**
Practicum in Academic Advising

- Attended the student advising sessions.
- Involved in a research project, which aimed at increasing the retention rate of minority students at the College.
- Worked with the Assistant Director of Advising and Internship Coordinator.
- Discussed student advising issues and became familiar with MSU policies and Procedures.

◆ **Office of Admissions and Scholarship,** **Jan.- May 2001**
Practicum in International Admissions

- Attended the walk-in visits, which provided exposure to the wide spectrum of issues related to international admissions and domestic admissions.
- Assisted walk in visits when necessary.
- Evaluated international academic credentials.
- Assisted with mailings to prospective and admitted students.
- Organized a phone-a-thon for admitted international students residing in the U.S. and Europe.
- Attended the International Association Council's meetings and interacted with the presidents of the organizations regarding the admitted students.

◆ **Career Services and Development Center,** **Sep.- Dec. 2000**
Practicum in Career Development

- Researched and developed a training program for staff and students on Career Search.

◆ **International Students and Scholars Office,** **May -Aug. 1999**
Orientation Coordinator

- Coordinated the new student Airport-Pickup and provided accommodation for those without housing arrangements.
- Worked closely with the international student advisors.
- Assisted the new students during the orientation period.

◆ **International Students and Scholars Office,** **Jan. - May 1999**
Volunteer

- Worked at the office and assisted the international students on Visa related issues.

◆ **Internationalizing Student Life,** **Jan.- May 1999**
Volunteer

- Attended the activities and meetings of the office.
- Visited several senior classrooms as a guest speaker to promote diversity and cultural awareness

◆ **Speakers Bureau,**
Volunteer

- Visited the 7th grade class in Bath Middle School to create an awareness on Turkish and Islamic culture
- Visited Birch Run Nursing House and gave a presentation on Turkish culture.

National Computer Services (NCS-Pearson), East Lansing, MI

Scoring Supervisor/Scorer

March 1999-June 2002

- Supervised and trained a group of up to 12 people on a scoring project of Michigan Educational Assessment Program (MEAP)
- Scored efficiently and accurately the responses of secondary and high school students to open-ended questions in state-wide educational assessment exams such as MEAP mentioned above.

Ankara Education Association, Ankara

1994-1998

Instructor

- Taught English as a second language to Adult learners.

Skills:

Technical: Microsoft Windows operating systems, Microsoft Office Suite including MS Word, MS Excel, MS PowerPoint, MS Outlook, Outlook Express, Survey Monkey, and working knowledge of MS Access and Web Design, Michigan State University Student Information Services (SIS);

Language and Social: Proficiency in oral and written English, excellent organizational and interpersonal skills.

Organizations:

- American College Personnel Association (ACPA)
- LATTICE (Linking All Types of Teachers to International, Cross- Cultural Education).
- National Academic Advising Association (NACADA)
- Treasurer of Pleasant View School Parent-Teacher Organization

MARLON FOSTER

590 Jennette Place
Memphis, TN 38126
901.942.1512

CAREER SUMMARY

Founder and Executive Director of a community development organization, Knowledge Quest whose mission is "to vigorously grow communities through an intergenerational empowerment program model." Founding Pastor of Christ Quest Community Church, a non-denominational Christian church rooted in social justice and evangelism.

PROFESSIONAL EXPERIENCE

KNOWLEDGE QUEST, INC. MEMPHIS, TN

1998 - PRESENT

Executive Director

Responsible for development, implementation, evaluation and oversight of an inner city school age academy providing "adventure education" programs concentrating on academic, positive social behavior, and prevention of drug/alcohol use and gang activity within impoverished communities. The program operates an after-school program for public housing and inner city neighborhood youth in the South Memphis area of Memphis for students in grades Pre-K – 8th.

- Established an after school program for school-age children specializing in hands-on, "adventure education" opportunities for students in grades Pre-K – 5th.
- Established the Fowler Homes Brotherhood and Sisterhood, Teenage Social Clubs with an emphasis on community service and volunteerism which later evolved into the Knowledge Quest Teenage Academy; an ongoing after school program for teenagers.
- Established an Annual Fowler Festival that brought together hundreds of community residents, volunteers and vendors to celebrate arts, culture and community.
- Implemented a Parent Learning Academy that enables parents to better prepare themselves to be able to assist their children academically.
- Raised the funds and coordinated the efforts of 400 community volunteers to build a \$50,000 playground on the Fowler Homes public housing property.
- Generated more than \$2.5 million dollars in resources for the programs and services currently operating under the Knowledge Quest banner.

MEMPHIS THEOLOGICAL SEMINARY MEMPHIS, TN

2008 - PRESENT

Faith Formation Group Leader

Serve in an adjunct capacity guiding first-year and transfer students through a two-semester course in faith formation.

UNIVERSITY OF MEMPHIS, MEMPHIS TN**1996 - 1997*****Consultant, CURE Department (Community Urban Renewal Enterprise)***

Assisted in the development and implementation of community and supportive services for four public housing complexes, Hurt Village, Fowler Homes, Lauderdale Courts, and Lamar Terrace. Programs and services included GED training, job training, day care, and vocational skills training.

MEMPHIS HOUSING AUTHORITY MEMPHIS, TN**1995*****Assistant Grant Writer***

Assisted in writing the LeMoyne Gardens planning grant. Helped to administer the grant through coordination of all health and human service and economic development planning and projections. Collaborated with assisted in the coordination of efforts which included officials from the US Housing and Urban Development department, leadership within our local Memphis Housing Authority, the LeMoyne Gardens Resident's Council and local community leaders and stakeholders.

COMMUNITY INVOLVEMENT

Memphis Reads Community Council

Assisi Foundation Advisory Board

South Memphis Citizens United for Action

Visioneering Advisory Board (Memphis University School)

Women in Community Service (WICS) Advisory Board – Immediate Past Chair

Association of Executives of United Way Agencies – Immediate Past Chair

EDUCATION

Bachelor of Business Arts – LeMoyne Owen College, Memphis, TN, 1995

Masters of Divinity – Memphis Theological Seminary, Memphis, TN, 2008

APPENDIX H

Founding Documents (Articles of Incorporation)

**Secretary of State
Division of Business Services**

**312 Rosa L. Parks Avenue
4th Floor, William R. Snodgrass Tower
Nashville, Tennessee 37243**

DATE: 09/04/09
REQUEST NUMBER: 6590-2402
TELEPHONE CONTACT: (615) 741-2286
FILE DATE/TIME: 09/03/09 1419
EFFECTIVE DATE/TIME: 09/03/09 1419
CONTROL NUMBER: 0609537

TO:
CEM AKKUS
UNIV. OF MEMPHIS
001 JOHNSON HALL
MEMPHIS, TN 38152

RE:
READ FOUNDATION
CHARTER - NONPROFIT

CONGRATULATIONS UPON THE INCORPORATION OF THE ABOVE ENTITY IN THE STATE OF TENNESSEE, WHICH IS EFFECTIVE AS INDICATED.

A CORPORATION ANNUAL REPORT MUST BE FILED WITH THE SECRETARY OF STATE ON OR BEFORE THE FIRST DAY OF THE FOURTH MONTH FOLLOWING THE CLOSE OF THE CORPORATION'S FISCAL YEAR. ONCE THE FISCAL YEAR HAS BEEN ESTABLISHED, PLEASE PROVIDE THIS OFFICE WITH THE WRITTEN NOTIFICATION. THIS OFFICE WILL MAIL THE REPORT DURING THE LAST MONTH OF SAID FISCAL YEAR TO THE CORPORATION AT THE ADDRESS OF ITS PRINCIPAL OFFICE OR TO A MAILING ADDRESS PROVIDED TO THIS OFFICE IN WRITING. FAILURE TO FILE THIS REPORT OR TO MAINTAIN A REGISTERED AGENT AND OFFICE WILL SUBJECT THE CORPORATION TO ADMINISTRATIVE DISSOLUTION.

WHEN CORRESPONDING WITH THIS OFFICE OR SUBMITTING DOCUMENTS FOR FILING, PLEASE REFER TO THE CORPORATION CONTROL NUMBER GIVEN ABOVE. PLEASE BE ADVISED THAT THIS DOCUMENT MUST ALSO BE FILED IN THE OFFICE OF THE REGISTER OF DEEDS IN THE COUNTY WHEREIN A CORPORATION HAS ITS PRINCIPAL OFFICE IF SUCH PRINCIPAL OFFICE IS IN TENNESSEE.

FOR: CHARTER - NONPROFIT

ON DATE:

FROM:

RECEIVED: FEES \$0.00 \$0.00

TOTAL PAYMENT RECEIVED: \$0.00


Filing fee paid via credit card
using the State of Tennessee's
online One-Stop Business
Resources.

RECEIPT NUMBER:
ACCOUNT NUMBER:



SS-4458

Lee Hargett
TRE HARGETT
SECRETARY OF STATE

 <p>State of Tennessee</p> <p>Department of State Corporate Filings 312 Eighth Avenue North 6th Floor, William R. Snodgrass Tower Nashville, TN 37243</p>	<p><i>For Office Use Only</i></p>
<p>CHARTER (Nonprofit Corporation)</p>	
<p>The undersigned acting as incorporator(s) of a nonprofit corporation under the Tennessee Nonprofit Corporation Act adopts the following Articles of Incorporation.</p>	
<p>1. The name of the corporation is: <u>READ FOUNDATION</u></p>	
<p>2. Please complete all of the following sentences by checking one of the two boxes in each sentence: This corporation is a public benefit corporation. This corporation is not a religious corporation. This corporation will not have members.</p>	
<p>3. The name and complete address of the corporation's initial registered agent and office located in the State of Tennessee is:</p> <p><u>CEM AKKUS</u> (Name)</p> <p><u>198 ISLAND BLUFF DR.</u> <u>MEMPHIS</u> <u>TN, 38103</u> (Street Address) (City) (State/Zip Code)</p> <p><u>SHELBY</u> (County)</p>	
<p>4. List the name and complete address of each incorporator:</p> <p><u>OZGENC AKTAS-KOCAK</u> <u>198 ISLAND BLUFF DR., MEMPHIS, TN 38103</u> (Name) (Street Address, City, State and Zip Code)</p> <p><u>EMIN KUSCU</u> <u>6928 NAPLES DR., CORDOVA, TN 38018</u> (Name) (Street Address, City, State and Zip Code)</p> <p><u>CEM AKKUS</u> <u>UNIV. OF MEMPHIS, 001 JOHNSON HALL, MEMPHIS, TN 38152</u> (Name) (Street Address, City, State and Zip Code)</p>	
<p>5. The complete address of the corporation's principal office is:</p> <p><u>198 ISLAND BLUFF DR.</u> <u>MEMPHIS</u> <u>TN, SHELBY, 38103</u> (Street Address) (City) (State/County/Zip Code)</p>	
<p>6. The corporation is not for profit.</p>	
<p>7. If the document is not to be effective upon filing by the Secretary of State, the delayed effective date and time are:</p> <p style="text-align: right;">(Not to exceed 90 days.)</p> <p>(Date and Time)</p>	
<p>8. Insert here the provisions regarding the distribution of assets upon dissolution: IN THE EVENT OF THE DISSOLUTION OR LIQUIDATION OF THE CORPORATION, ANY ASSETS THEN REMAINING SHALL BE DISTRIBUTED AMONG SUCH ORGANIZATIONS AS SHALL QUALIFY AS EXEMPT ORGANIZATIONS DESCRIBED IN CODE SECTION 501(C)(3) AS THE DIRECTORS SHALL DETERMINE.</p>	
<p>9. Other provisions: READ FOUNDATION IS A NON PROFIT CORPORATION TO PERFORM CHARITABLE ACTIVITIES WITHIN THE MEANING OF INTERNAL REVENUE CODE SECTION 501(C)(3). IT IS BEING FILED PURSUANT TO THE TENNESSEE NONPROFIT CORPORATION ACT, COMPILED IN CHAPTERS 51-68 OF TITLE 48, TCA.</p>	
<p><u>09/03/2009</u> Signature Date</p>	<p>I Certify - Electronic Signature <u>CEM AKKUS</u> Incorporator's Name</p>

6590.2402

APPENDIX I

IRS Exemption Document (501(c)(3))

All required forms were submitted to the IRS to be an exempt organization [(501(c)(3))], please see attached letter.

Internal Revenue Service
Director, EO Rulings & Agreements
P.O. Box 2508
Cincinnati, OH 45201

Date: September 23, 2009

READ FOUNDATION
C/O CEM AKKUS
198 ISLAND BLUFF DR.
MEMPHIS, TN 38103

Department of the Treasury

Employer Identification Number:

94-3487601

Document Locator Number:

17053-094-15302-6

Toll Free Number: 877-829-5500

Application Form: 1023

User Fee Paid: \$750.00

Acknowledgement of your application

We received your application for exemption from federal income tax. When communicating with us, please refer to the employer identification number and document locator number shown above.

When can you expect to hear from us about your application?

Your application was entered into our computer system and has been sent for initial review. Applications are initially separated into three groups: (1) those that can be processed immediately based on information submitted, (2) those that need minor additional information to be resolved, and (3) those that require additional development.

If your application falls in the first or second group, you will receive your exemption letter or a request for additional information, via phone, fax, or letter, within approximately 60 days of the date the application was submitted.

If your application falls within the third group, you will be contacted when your application has been assigned to an Exempt Organizations specialist. We assign applications in the order we receive them. If, after additional development, we conclude that you qualify for exemption, we will send you a letter stating that you are exempt from federal income tax. If we conclude that you do not qualify for exemption, we will send you a letter explaining why we believe you do not qualify and will include a complete explanation of your appeal rights.

The IRS does not issue "tax exempt numbers" or "tax exempt certificates" for state or local sales or income taxes. If you need exemption from these taxes, contact your state or local tax offices.

Where can you learn more about the status of your application?

Unfortunately, we are experiencing delays in working applications that require further development. Please click on the **Where Is My Exemption Application?** link found at www.irs.gov/eq for the dates of cases currently being assigned.

APPENDIX J

Emergency Planning and Procedures Handbook

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Response Plan

This Quick Reference Crisis Response Guide is for use by all Memphis School of Excellence employees. The purpose of this guide is to keep procedures that need to be followed during critical incidents easily accessible. This guide should be considered a first response. It is critical for all employees to be aware of the following procedures for emergency situations.

This guide was developed by the School Board Members. Throughout this guide, there are steps that call for contacting various members of the School's Crisis Intervention and Emergency Planning team. Please refer to the contact people and their extensions as needed. In the event the Administrator's are out of the building, the person acting in their place will be(TBA).

Building Personnel Certified in Emergency Assistance

List the names of the personnel in your building who are certified in First Aid or CPR.

Mrs. (Ext. 123)

Ms. (Nurse) (Ext.345)

Mr. (Ext 678)

Helpful Telephone Numbers

Remember:

Police

Fire

Ambulance

Chemical Spills

Poison Control Hot Line

Bureau of ATF-Memphis

Call 911 for all Emergencies

911

911

911

911

1-800-222-1222

123-456-7890

DEA	123-456-7890
FBI	123-456-7890

Law Enforcement-Police - Non-Emergency:

Memphis Police Department	901-545-COPS
Shelby County Sheriff Department	901-545-5500
Memphis Fire Dept.	901-458-8281
Hot Line Numbers	
Missing and Exploited Children National Hot Line	(800) 843-5678
National Domestic Violence Hotline	(800)799-SAFE (7233)
National Suicide Prevention Lifeline	(800)273-TALK (8255)
National Response Center to Report Toxic Spills, and Terrorist Threats	(800)424-8802
National Runaway Switchboard	(800)786-2929
Suicide and Crisis Center of	(800) 784-2433

Municipalities

Memphis Water -Emergencies	000
American Red Cross	000-000-0000
Salvation Army	000-000-0000
Department of Human Services	000-000-0000

Memphis School of Excellence

Address: 1234 Anywhere St. Memphis, TX

HELPFUL NUMBERS AND EXTENSIONS

School Phone Number	901-000-0000
School Fax Number	901-000-0000

School Administrators

Mr.,	Principal	EXT. 100
Mr.,	Assistant Principal	EXT. 100
Mr.,	Assistant Principal	EXT. 111
Mrs.,	Activities Coordinator	EXT. 111

Crisis Intervention and Emergency Planning team

Mr.	cell# 123-000-0000	EXT. 505
Mr.		EXT. 104

School Nurse

Nurse	EXT. 315
-------------	----------

School Secretaries

Mrs.	EXT. 100
Mrs.	EXT. 101
Mrs.	EXT. 300

Special Ed. And ESL

Ms.	EXT. 119
Mrs.	EXT. 321

Finance

Mr.	EXT. 103
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Fire Procedure

1. Pull the nearest fire alarm or call the office on the intercom to sound the alarm. Call an "All School Evacuation."
2. Call 911. Contact an Administrator.
3. If possible, shut the doors around the fire to contain it.
4. Attempt to put the fire out ONLY if you are trained in the use of a fire extinguisher and if the fire is in its beginning stages, and only after evacuation has started.
5. Evacuate the building according to predetermined procedures. Give consideration to wind direction. Do not remain in, or move to, an area downwind from the fire. Move at least 300 feet away from the building.
6. If you are unable to evacuate the building, seek a safer area as far from the fire as possible. Seal all doors and vents with cloth or other materials. Do whatever you can to communicate your location to rescue personnel.
7. Teachers should take attendance and report any missing students to the Administrator on duty.
8. If safety permits, appointees should check bathrooms and unoccupied rooms.
9. The Administrator on duty should have available to the Fire Department: the head custodian, location of fire, knowledge of missing people, all building keys, and a floor plan of the building.
10. Return students to the building ONLY on advice of Fire Department personnel. Attendance should be taken after returning to the room.

Tornado/Severe Weather

1. In threat of severe weather, monitor weather radios or news. Contact an administrator.
2. Have a transistor radio available in case of power outage.
3. When a tornado warning “Take Cover” has been issued, call a Tornado/Security alert for teachers to take their students to their designated positions.
4. Teachers should stay with their class at all times.
5. Designate someone to check all bathrooms, unoccupied classrooms, and other rooms where people might be.
6. Once the “All Clear” signal has been given, classes should return to their rooms and teachers should take attendance.
7. If necessary, assess the building for damage or down power lines. Do not allow students to leave the building until it is determined it is safe.

Tornado Drills

When a “Take Cover” announcement is heard:

1. Take class to the hallway without windows
2. Students should be down on knees, with head down, and hands over head.
3. Teachers should monitor student safety
4. Wait for “All Clear” announcement to return to classroom

Lock Down Procedure

If outside individuals are on campus and are behaving in a hostile or potentially hostile manner, or a campus situation has the potential to become uncontrollable, enact this procedure.

1. Contact an Administrator on duty or call 911.
2. Give the **“Secure Rooms”** announcement, telling teachers to hold their classes and lock their doors. Students and staff should remain away from windows and doors.
3. Teachers should shut and lock their classroom doors, move children to where they cannot be seen through the door and stay with the children.
4. Outside doors should be locked by school administrators.
5. Send bystanders back to class immediately.
6. If possible, try to intervene and diffuse the situation - do not place yourself, your staff, or your students in danger. Wait for the police if necessary.
7. Administrator or Committee member should appoint people to check bathrooms and unoccupied rooms for students out of the classroom when the **“Secure Rooms”** was given.
8. Send a staff member to meet the police outside and bring them directly to the place of disturbance, and tell them of the intruder’s last known whereabouts and description.
9. When situation is under control, give the **“All Clear”** announcement, telling teachers to return to normal schedule.
10. Call parents of the involved student(s) and inform them of the situation.

Media Relations

In the event the media arrives during an incident and Mr. Guvercin is unavailable or has not arrived, remember the following:

1. Contact the Administrator on duty. Administrators or Safety and Procedure Committee Members, Mr. Alexander or Mr. Soules should **ONLY** speak to the media. Teachers and Staff should not speak to the media, unless otherwise told.
2. In an emergency situation, police/fire should be consulted prior to making any statements. They should be considered the primary communicator in an emergency situation.

Speaking to the media procedures for Administrators and Safety Committee:

1. Be calm and polite. Anger or defensiveness will not communicate confidence to parents and patrons.
2. Ask the media to set up in a designated area of your choice, do not let them roam freely but do not kick them off the property. If you do not have sufficient information, delay the interview.
3. Never say "No Comment," instead say, "I will have to get back with you on this."
4. Never tell a reporter something "off the record." **REPORTERS ARE ALWAYS ON THE RECORD**, even if they agree to the "off the record" statement.
5. Never release names of victims or persons involved before speaking with the Director of Communications and/or the Superintendent Liaisons.
6. Do not allow a student to be interviewed without parental permission.
7. Always be honest! Keep your statements short and to the point, answer only what is asked and do not volunteer additional information unless you need to get information to parents.

Visitors in the Building

ALL visitors must sign in at the front office. At no point, should visitors be in the building without an ID badge

1. Any staff member seeing someone in the building without a badge must escort them to the front office.
2. Office staff will ask for ID and place in the raptor ID machine to verify this visitor is OK to enter the building.
3. Upon verifications, an ID sticker with their name and picture will be given to them to wear.
4. If verification comes up with a problem, office staff should contact an administrator. Under no circumstances should this person be allowed to enter the building.
5. If this occurs, follow procedures for confrontational person

Visitors in the GYM:

ALL visitors must sign in at the front office

1. Front and Back door to gym should remain locked.
2. Sign should be posted on the window to inform visitors to sign in at Middle/High School Building
3. Faculty or students should not allow a visitor in the gym unless an ID sticker is visible
4. If a problem occurs, follow procedures for confrontational person

Bomb Threats/Explosive Device

1. In the case of a bomb threat - the person receiving the threat should try to keep the individual on the phone as long as possible, asking questions about the bomb - location, size, detonation time, etc. Pay close attention to external noises, etc. that may assist investigators. Refer to the "Bomb Threat Checklist" behind this page. In the case of a suspicious package or item, it should be assumed to be a bomb. DO NOT TOUCH OR MOVE.
2. Turn off two-way radios and cellular telephones (frequencies could cause detonation).
3. Contact the Administrator on duty, if available. Call 911 IMMEDIATELY.
4. Evacuate the building with an "All School Evacuation" and pull the fire alarm. Direct students and personnel away from the area of the suspicious device or explosive (if known).
5. The "All School Evacuation" signal will tell teachers to take the students a minimum distance of 300 feet from the building.
6. Once the authorities arrive, cooperate with them on the search of the building and grounds.
7. Do not re-enter the building until the authorities give the "All Clear" signal (the decision to re-enter the building will be made by the Administrator).

Child Abuse Reporting

All employees must comply with state laws and statutes. In this regard, any employee that has reasonable cause to believe or suspect a child is being subjected to physical or sexual abuse or neglect must report their findings to the Department of Human Services immediately. Willful failure to do so may result in a misdemeanor charge. District employees who report an incident in good faith and exercise due care shall be immune from any civil or criminal liability.

1. Any person who has reason to believe a child under the age of 18 is a victim of abuse or neglect shall report the matter promptly to the Department of Human Services.
2. Contact Memphis Abuse Hotline at 800-000-0000 or
3. Advise Principal.

Confrontational Person

1. If a person insists on arguing or being confrontational, do not perpetuate the situation by arguing back. Remain calm and contact an Administrator .
2. Try to get the person isolated from the students by walking him/her to the office, but do not be alone with the angry person, have another adult near.
3. Ask "What can I do to fix this situation?" If you can do what is asked, DO IT.
4. If the person is asking for something you cannot do - explain that it is beyond your control to do what they want, but you will be willing to check into it.
5. Let them talk. Be as accommodating as you can. Sometimes being helpful or being an attentive listener will defuse the situation even though nothing may change.
6. If the person does not calm down, contact Mr..... Remember, safety to yourself, to the students and to the staff is your priority.
7. It is important to balance safety concerns and customer service. Asking a parent to leave for today is acceptable.

Custody Procedures

1. Maintain accurate records regarding custody, court orders, or special releases.
2. Make sure students with special custody situations are known by any employee of the school who may be responsible for releasing students to adults.
3. If a parent telephones stating that the school needs to release their child to someone other than himself/herself, follow up the call with a call back to the parent using the telephone numbers given in the student's file to verify that it was indeed the parent who called. Ask that the parent provide the request in writing if at all possible.
4. Never release a student solely on the word of the person who comes to pick him/her up. ALWAYS check the student's registration card for the names of individuals allowed to pick up the student.
5. If someone comes to pick up a student who does not have custody of the student, contact the Administrator on duty immediately. DO NOT let the student and the adult come in contact with each other.
6. If necessary, contact the police.
7. If the police are called, the media may become aware of the situation. No staff member should speak to the media. Refer to Mr. Guvercin

Death of a Student or Staff Member

Death Occurs Off Campus:

1. Contact Mr., Principal
2. Contact your staff, including Safety and Procedure Committee, and have a statement prepared for them to share with their students if needed.
3. Share the information with students in the classroom setting. NEVER announce the death of a student or staff member over the intercom.
4. Make a room available for counseling.
5. Escort students or staff who needs assistance to the counseling room.
6. Call a staff meeting after school to discuss how the day went, to identify students to watch, and to share new information.

Drug Overdose/Poisoning/Allergic Reaction

1. Call 911 immediately. Contact an Administrator on duty, if available.
2. Send for the nurse or first aid contact.
3. In the case of poisoning, contact the Poison Control Hot Line at 1-800-222-1222.
4. Check the student's or employee's file for medical alerts.

Accident/Serious Injury/Illness

1. If the person(s) is seriously injured or sick, call 911 immediately. Contact the Administrator on duty. Contact Nurse.
2. Only approach the injured if the area is safe for you to enter.
3. If there is blood or other bodily fluid, be sure to protect yourself with gloves, eye protection, and gown.
4. Send for the nurse or someone who knows first aid.
5. Do not move the injured person(s).
6. Make sure someone stays with the injured person(s) until help arrives.
7. Notify the emergency contact for the injured person(s) and inform him/her of the situation (which hospital if transported).
8. Notify a School Administrator

Drug Use and Possession

Drug Use

1. Contact an Administrator if a student is suspected to be under the influence of drugs. Call 911 if medical assistance is needed.
2. Contact Mr.
3. Call student's parents and inform them of the situation.

Possession

1. If a student is suspected of drug possession, contact the Administrator on duty.
 2. Contact Mr., or call 911.
 3. The investigation of the incident is the responsibility of the Police Department. The District has a NO TOLERANCE policy for drug possession.
 4. Call student's parents and inform them of the situation.
- Staff will follow Memphis School of Excellence Student Handbook

Field Trips

Follow any procedure in this handbook should an emergency occur while offsite. In addition, the following steps should be taken.

1. Field trip teachers call 911, if necessary.
2. Contact an Administrator
3. Administrator on duty contacts parents with information about their child (ren). Make sure to have all the information available.

Assault on Student or Staff

1. Contact school Administrator-Procedures and policies to follow according to staff and student handbook
2. Notify Mr. or Mr. for security or Nurse if medical attention is needed.
3. Assign a staff member to gather witnesses and/or suspects.
4. If the offender is in custody, keep him or her isolated from other students but always under adult supervision, as long as doing so does not pose a danger to yourself or others.
5. All parties involved should be asked for statements separately, away from peer pressure.

Hazardous Material Accident

If hazardous materials are inside the building;

1. Initiate evacuation of the building according to fire procedures. Give consideration to wind direction. Do not remain in, or move to, an area downwind from the hazardous material.
2. Contact an Administrator on duty, if available. Call 911
3. The Administrator on duty should have available to the Fire Department: the head custodian, location of hazardous material and what kind (if known), knowledge of missing people, and floor plan of building.

If hazardous materials are outside the building;

1. If you are unable to evacuate the building, seek a safer area as far from the hazardous material as possible. Seal all doors and vents with cloth or other materials. Do whatever you can to communicate your location to rescue personnel.
2. Contact an Administrator on duty, if available. Call 911
3. Make sure heating and air conditioning units are turned off.
4. The Administrator on duty should have available to the Fire Department: the head custodian, location of hazardous material and what kind (if known), knowledge of missing people, and floor plan of building.

Hostage Situation

1. Call 911. Be specific with 911 about the hostage situation so police can respond without sirens. Contact an Administrator on duty, if available.
2. Evaluate the situation. Can the building be evacuated by room-to-room alerts? If not, call a "Secure Rooms" announcement and lock down the building telling teachers to hold their classes and lock their doors.
3. The Administrator on duty should have available for police: custodians, building security, building floor plans, and any available witnesses or information.
4. When situation is over, call an "All Clear" announcement to notify teachers

Kidnapping

1. Call 911. Contact an Administrator on duty.
2. Call "Secure Rooms" alert if warranted.
3. Contact student's parents or legal guardian and inform them about the event.
4. Have student information, including picture, if possible, ready for the police.
5. Have all witnesses available to the police.
6. Give the "All Clear" signal when it has been determined the school is safe.

Missing Child

7. Contact an Administrator on duty, if available.
8. Conduct a search of the school.
9. If the student is not found, call 911
10. Call student's parents and inform them of the situation.
11. Contact friends and associates of the student to gain information on the student's whereabouts.

Mental Health Crisis/Suicide Threat

1. Contact an Administrator on duty, if available. If the student, staff member, or visitor is armed or violent, call 911 immediately, and announce a "Secure Room" announcement.
2. Isolate the student or staff member and make sure he/she cannot hurt himself or herself.
3. Keep student or staff member under constant supervision.
4. Call the parent or emergency contact and ask them to come to the site.
5. Announce "All Clear" when situation is taken care of.

Rape/Suspected Rape

1. Call 911. Contact an Administrator on duty, if available.
2. Take the victim someplace private, but do not leave him/her alone. Do not interview or question the victim.
3. Do not touch evidence or enter the scene. Secure scene until police arrive and takes control of the scene.
4. If suspect is present, detain (if possible without causing harm to yourself or others) and secure away from the victim.
5. Call student's parents and inform them of the situation.

Shooting Incident

(Shots Have Been Fired)

1. Call 911. Contact Administrator on duty, if available. Contact Nurse for medical emergency.
2. Call "Secure Rooms" announcement to lock down building, designate someone to scan the halls, and check restrooms for students.
3. Students should be instructed to take cover away from view of the doors and windows with the lights off.
4. Designate someone to stay near the intercom for communication if safety allows. Also designate someone to meet emergency personnel if safety allows.
5. When the situation is over, give the "All Clear" signal.

Threats to Harm Another

1. Contact an Administrator on duty, and the Mr. Alexander or Mr. Soules, if available. Follow Student Handbook Procedures.
2. Call 911 if the person has a weapon or is hostile.
3. Try to calm the person who is threatening others.
4. Try to isolate the person and keep students away.
5. Call the student's parents and inform them of the situation.

Utility Problems

Electrical/Down Power Lines

1. Contact an Administrator, if available.
2. Clear the area of all students and staff.
3. Call 911, if fire or safety hazard is evident.
4. If necessary, call "Secure Rooms" announcement to lock down the building until safety hazard is removed, or if warranted, evacuate the building, keeping students and personnel away from hazards. All rooms should have a flashlight.

Gas Leak

1. Contact an Administrator on duty, if available.
2. Do not activate the fire alarm, intercom or other electrical equipment. Do not use any flame producing items or candles in or near the building.
3. Evacuate the building using a room-to-room notification. Exit the building according to the normal fire drill procedures and take the students at least one block from the building. Give consideration to wind direction. Do not move students to or remain in an area down wind from the leak.
4. Have the custodian available when emergency personnel arrive.

Weapons

A weapon is any object which is dangerous or capable of inflicting harm.

Weapon suspected on student:

1. Contact an Administrator and Mr. Alexander or Mr. Soules, if available. Call 911.
2. Try to isolate the student suspected of having a weapon. Allow police to disarm the student.
3. Avoid confrontation.
4. Do not allow the student access to locker or book bag.
5. Call the student's parents and inform them of the incident.

Weapon found on property:

1. Contact the Administrator on duty and Mr. Alexander or Mr. Soules, if available. Call 911.
2. Do not touch weapon unless absolutely necessary.
3. Clear the area of all students.
4. Have an administrator or safety member stay with the weapon until police arrive.
5. Call the student's parents and inform them of the incident.

Confirmation Form

Crisis Intervention and Emergency Planning Handbook Confirmation Form

I, _____ have received a copy of the Memphis School of Excellence, Handbook. I have read all the information in this handbook, and will keep the handbook accessible at all times in my classroom. I agree to comply with expectations and responsibilities listed in the Safety and Procedure Handbook as necessary.

Print Name

Signature

Date

APPENDIX K

Bylaws

BYLAWS

Read Foundation

198 Island Bluff Dr.
Memphis, TN, 38103

ARTICLE 1

OFFICES

Principal Office

- 1.01. The principal office of the Read Foundation ("Corporation") shall be located at 198 Island Bluff Drive Memphis, TN 38103. The Corporation may have such other offices, either in Tennessee or elsewhere, as the Board of Directors may determine. The Board of Directors may change the location of any office of the Corporation.

Registered Office and Registered Agent

- 1.02. The Corporation shall comply with the requirements of the Act and maintain a registered office and registered agent in Tennessee. The registered office may, but need not, be identical with the Corporation's principal office in Tennessee. The Board of Directors may change the registered office and the registered agent as provided in the Act.

ARTICLE 2

BOARD OF DIRECTORS

Management of the Corporation

- 2.01. The affairs of the Corporation shall be managed by the Board of Directors.

Number of Directors

- 2.02. Number of Directors may never be less than five (5). The number of the directors may be increased or decreased as needed by amendments by majority vote of the directors. Directors need not be residents of Tennessee.

Nomination of Directors

- 2.03. At any meeting at which the election a director occurs, a director may nominate a person with the second of any other director. In addition to nominations made at meetings, a nominating committee shall consider possible nominees and, make nominations for each election of directors. The secretary shall include the names nominated by the nomination committee, and any report of the committee, with the notice of the meeting at which the election occurs.

Election and Terms of Directors

- 2.04. A person who meets any qualification requirements to be a director and who has been duly nominated may be elected as director. Board of directors shall be elected by the vote of a majority of directors. Directors shall be elected to a term of three years and may be reelected to successive terms. An

election to fill a vacancy may occur at any duly called meeting of the board at which a quorum is present.

Vacancies

- 2.05. Any vacancy occurring in the board of directors, and any director position to be filled due to an increase in the number of directors, shall be filled by the affirmative vote of a majority of the remaining board of directors. When a vacancy on the Board exists, nominations for new members may be received from present board members one week in advance of a board meeting.

Annual Meeting

- 2.06. The annual meeting of the Board of Directors shall be held on the first Saturday of September of each year. The date of the annual meeting may be changed with a written notice by the President who shall also set the time and place of that delayed meeting. The president or the secretary shall give a written notice of the meeting to each director not less than five nor more than 30 days before the date of the meeting and shall post a written notice for general public as required in section 2.09 of this bylaw.

Regular meeting

- 2.07. Regular meetings of the board shall be held at the principal office on the second Saturday of every other month starting September of each year. Number of meeting may be increased or decreased by a resolution of the board. The president or the secretary shall give a written notice of the meeting to each director not less than five nor more than 30 days before the date of the meeting and shall post a written notice for general public as required in section 2.09 of this bylaw.

Special Meetings

- 2.08. Special meetings of the Board of Directors may be called by or at the request of the president or any two directors. A person or persons authorized to call special meetings of the Board of Directors may fix any place for holding a special meeting. The person or persons calling a special meeting shall notify the secretary of the information required to be included in the notice of the meeting. Then, the secretary shall give a written notice of the meeting to each director not less than five nor more than 30 days before the date of the meeting and shall post a written notice for general public as required in section 2.09 of this bylaw.

Notices

- 2.09. All meeting (Annual, Regular, and Special Meetings) notices must be in writing. The written notices must be posted and must be readily accessible by the general public at all times for at least 72 hours before the scheduled time of the meeting. The written notice shall include agenda items, day, time, and the location of the meeting. The written notice shall use plain, concise English.

Quorum

- 2.10. A majority of the number of directors then in the office shall constitute a quorum for the transaction of business at any meeting of the Board of Directors. Directors present by proxy may not be counted toward a quorum. The directors present at a duly called or held meeting at which a quorum is present may continue the meeting even if enough directors leave the meeting so that less than a quorum remains. However, no action may be approved without the vote of at least a majority of the number of directors required to constitute a quorum. If less than a quorum is present at any meeting, a majority of the directors present may adjourn the meeting at any time without further notice.

Duties of Directors

- 2.11. Directors shall exercise ordinary business judgments in managing the affairs of the Corporation. Directors shall act as fiduciaries with respect to the interests of the members. In acting in their official capacity as directors of this corporation, directors shall act in good faith and take actions they reasonably believe to be in not take any action that they should reasonably believe would be opposed to the Corporation's best interests or would be unlawful. A director shall not be liable if, in the exercise of ordinary care, the director acts in good faith relying on written financial and legal statements provided by an account or attorney retained by the Corporation.

Actions of Board of Directors

- 2.12. The Board of Directors shall try to act by consensus. The act of a majority of the Directors present at a meeting at which a quorum is present shall be the act of the Board unless the act of a greater number is required by law or these bylaws. If a quorum is present but thereafter a sufficient number of Directors leave such meeting so that a quorum no longer present, then any action taken by the remaining Directors shall not be the act of the Board.

Proxies

- 2.13. Board of Directors may not issue a proxy or may not be represented by a proxy.

Compensation

- 2.14. Directors shall not receive salaries for their services. The Board of Directors may adopt a resolution providing for a reimbursement payment according to the state law to the Directors for their expenses of attendance, if any, for attendance at each meeting of the Board of Directors.

Removal of Directors

- 2.15. The Board of Directors or members may vote to remove a director at any time, only for good cause. Good cause for removal of a director shall include the unexcused failure to attend four consecutive meetings of the Board of Directors. A meeting to consider the removal of a director may be called and noticed following the procedures provided in the bylaws. The notice of the meeting shall state the issue of possible removal of the director that will be on the agenda the notice shall state the possible cause for removal. The director shall have the right to be represented by an attorney at and before the meeting. At the meeting, the Corporation shall consider possible arrangements for resolving the problems that are in the mutual interest of the Corporation and the director. A director may be removed by the affirmative vote of fifty one (51) percent of the Board of Directors.

ARTICLE 3

OFFICERS

Officers Positions

- 3.01 The officers of the Corporation shall be a president, two vice presidents, a secretary, and a treasurer. The Board of Directors may create additional officer positions, define the authority and duties of each such position, and elect or appoint persons to fill the positions. Any two or more offices may be the same person, except the offices of president and secretary.

Election and Terms of Officers

- 3.02 The Officers and directors shall be elected by the vote of a majority of directors. Officers and directors shall be elected to a term of three years and may be reelected to successive terms. An election to fill a vacancy may occur at any duly called meeting of the board at which a quorum is present.

Removal

- 3.03 Any officer elected or appointed by the Board of Directors may be removed by the Board of Directors with or without good cause. The removal of an officer shall be without prejudice to the contract rights, if any, of the officer.

Vacancies

- 3.04. A vacancy in any office may be filled by the Board of Directors for the unexpired portion of the officer's term.

President

3.05. The president shall be the chief executive officer of the Corporation. The president shall supervise and control all of the business and affairs of the Corporation. The president shall preside at all meetings of the members and of the Board of Directors. The president may execute any deeds, mortgages, bonds, contracts, or other instruments that the Board of Directors has authorized to be executed. However, the president may not execute instruments on behalf of the Corporation if this power is expressly delegated to another officer or agent of the Corporation by the Board of Directors, the bylaws, or statute. The president shall perform other duties prescribed by the Board of Directors and all duties incident to the office of president.

Vice President

3.06. When the president is absent, is unable to act, or refuses to act, a vice president shall perform the duties of the president. When a vice president acts in place of the president, the vice president shall have all the powers of and be subject to all the restrictions upon the president. If there is more than one vice president, the vice presidents shall act in place of the president in the order of the votes received when elected. A vice president shall perform other duties as assigned by the president or board of directors.

Treasurer

3.07. The treasurer shall:

- (a) Have charge and custody of and be responsible for all funds and securities of the Corporation.
- (b) Receive and give receipts for moneys due and payable to Corporation from any source.
- (c) Deposit all moneys in the name of Corporation in banks, trust companies, or other depositories as provided in the bylaws or as directed by the Board of Directors or president.
- (d) Write checks and disburse funds to discharge obligations of the Corporation.
- (e) Maintain the financial books and record of the Corporation.
- (f) Prepare financial reports at least annually.
- (g) Perform other duties as assigned by the president or by the Board of Directors.
- (h) If required by the Board of Directors, give a bond for the faithful discharge of his or her duties in a sum and with a surety as determined by the Board of Directors.
- (i) Perform all of the duties incident to the office of treasurer.

Secretary

3.08 The secretary shall:

- (a) Give all notices as provided in the bylaws or as required by law.
- (b) Take minutes of the meetings of the members and the Board of Directors and keep the minutes as part of the corporate records.
- (c) Maintain custody of the corporate records and of the seal of the Corporation.
- (d) Affix the seal of the Corporation to all documents as authorized.
- (e) Keep a register of the mailing address of each [if corporation has members, add: member], director, officer, and employee of the Corporation.
- (f) Perform duties as assigned by the president or by the Board of Directors.
- (g) Perform all duties incident to the office of secretary.

ARTICLE 4

COMMITTEES

Establishment of Committees

4.01. The Board of Directors may adopt a resolution establishing one or more committees delegating specified authority to a committee, and appointing or removing members of a committee. A committee shall include two or more directors and may include persons who are not directors. If the Board of Directors delegates any of its authority to a committee, the majority of the committee shall consist of directors.

The Board of Directors may establish qualifications for membership on a committee. The Board of Directors may delegate to the president its power to appoint and remove members of a committee that has not been delegated any authority to it shall not relieve the Board of Directors, or any individual director, of any responsibility imposed by the Bylaws or otherwise imposed by law. No committee shall have the authority of the Board of Directors to:

- (a) Amend the articles of incorporation.
- (b) Adopt a plan of merger or a plan of consolidation with another corporation.
- (c) Authorize the sale, lease, exchange, or mortgage, of all or substantially all of the property and assets of the Corporation.
- (d) Authorize the voluntary dissolution of the Corporation.
- (e) Revoke proceedings for the voluntary dissolution of the Corporation.
- (f) Adopt a plan for the distribution of the assets of the Corporation.
- (g) Amend, alter, or repeal the bylaws.
- (h) Eject, appoint, or remove a member of a committee or a director or officer of the Corporation.
- (i) Approve any transaction to which the Corporation is a party and that involves a potential conflict of interests as defined in paragraph 5.04, below.
- (j) Take any action outside the scope of authority delegated to it by the Board of Directors.

Authorization of Specific Committee

- 4.02. There shall be the following committees: Membership, Nominating and Program Committees. The Board of Directors shall define the activities and scope of authority of each committee by resolution.

Term of Office

- 4.03. Each member of a committee shall continue to serve on the committee until the next annual meeting of the Directors of the Corporation and until a successor is appointed. However, the term of a committee member may terminate earlier if the committee is terminated or if the member dies, ceases to qualify, resigns, or, is removed as a member. A vacancy on a committee may be filled by an appointment made in the same manner as an original appointment. A person appointed to fill a vacancy on a committee shall serve for the unexpired portion of the terminated committee member's term.

Chair and Vice-Chair

- 4.04. One member of each committee shall be designated as the chair of the committee and the other member of each committee shall be appointed by the president of the Corporation. The chair and vice-chair shall be appointed by the president of the Corporation. The chair shall call and preside at all meetings of the committee. When the chair is absent, is unable to act, or refuses to act, the vice-chair shall perform the duties of the chair. When a vice-chair acts in place of the chair, the vice-chair shall have all the powers of and be subject to all the restrictions upon the chair.

Notice of Meetings

- 4.05. Written or printed notice of a committee meeting shall be delivered to each member of a committee not less than, seven nor more than 30 days before the date of the meeting. The notice shall state the place, day, and time of the meeting, and the purpose or purposes for which the meeting is called.
- 4.06. A majority of the number of persons shall constitute a quorum of a committee for the transaction of business at any meeting of the committee. The directors present at a duly called or held meeting at which a quorum is present may continue the meeting even if enough directors leave the meeting so that less than a quorum remains. However, no action may be approved without the vote of at least a majority of the number of directors required to constitute a quorum. If less than a quorum is present at any meeting, a majority of the directors present may adjourn the meeting at any time without further notice.

Actions of Committees

- 4.07. Committees shall try to take action by consensus. However, the vote of a majority of committee members present and voting at a meeting at which a quorum is present shall be sufficient to constitute the act of the committee unless the act of a greater number is required by law or the bylaws. A

committee member who is present at a meeting and abstains from a vote is not considered to be present and voting for the purpose of determining the act of the committee.

Proxies

4.08. A committee member may not vote by a proxy.

Compensation

4.09. Committee members shall not receive salaries for their services. The Board of Directors may adopt a resolution providing for the payment to committee members of a fixed sum and expenses of attendance, if any, for attendance at each meeting of the committee. A committee member may serve the Corporation in any other capacity and receive compensation for those services. Any compensation that the Corporation pays to a committee member shall be commensurate with the services performed and shall be reasonable in amount. However, the Board of Directors is highly encouraged to provide services on a voluntary basis and request no compensation.

Rules

4.10. Each committee may adopt rules for its own operation not inconsistent with the bylaws or with rules adopted by the Board of Directors.

ARTICLE 5

TRANSACTIONS OF THE CORPORATION

Contracts

5.01. The Board of Directors may authorize any officer or agent of the Corporation to enter into a contract or execute and deliver any instrument in the name of and on behalf of the Corporation. This authority may be limited to a specific contract or instrument or it may extend to any number and type of possible contracts and instruments.

Deposit

5.02. All funds of the Corporation shall be deposited to the credit of the Corporation in banks, trust companies or other depositaries that the Board of Directors selects.

Gifts

5.03. The Board of Directors may accept on behalf of the Corporation any contribution, gift, bequest, or devise for the general purposes or for any special purpose of the Corporation. The Board of Directors may make gifts and give charitable contributions that are not prohibited by the bylaws, the articles of incorporation, state law, and any requirements for maintaining the Corporation's federal and state tax status.

Potential Conflicts of Interest

5.04. The corporation shall not make any loan to a director or officer of the corporation. The Corporation shall not borrow money from or otherwise transacts business with a member, director, officer, or committee member of the Corporation unless the transaction is described fully in a legally binding instrument and is in the best interests of the Corporation. The Corporation shall not borrow money from or otherwise transact business with a director, officer, or committee member of the Corporation without full disclosure of all relevant facts and without the approval of the Board of Directors, not including the vote of any person having a personal interest in the transaction.

Annual Statements Regarding Conflict of Interest Policy

5.05. Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

(a) Has received a copy of the conflicts of interest policy,

- (b) Has read and understands the policy,
- (c) Has agreed to comply with the policy, and
- (d) Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Records of Proceedings

- 5.06. The minutes of the governing board and all committees with board delegated powers shall contain:
- (a) The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.
 - (b) The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Violations of the Conflicts of Interest Policy

- 5.07. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Prohibited Acts

- 5.08. As long as the Corporation is in existence, and except with the prior approval of the Board of Directors, no director, officer or committee member shall:
- (a) Do any act in violation of the bylaws or a binding obligation of the Corporation.
 - (b) Do any act with the intention of harming the Corporation or any of its operations.
 - (c) Do any act that would make it impossible or unnecessarily difficult to carry on the intended or ordinary business of the Corporation.
 - (d) Receive an improper benefit from the operation of the Corporation.
 - (e) Use the assets of the Corporation, directly or indirectly, for any purpose other than carrying on the business of the Corporation.
 - (f) Wrongfully transfer or dispose of Corporation property, including intangible property such as good will.
 - (g) Use the name of the Corporation (or any substantially similar name) or any trademark or trade name adopted by the Corporation, except on behalf of the Corporation in the ordinary course of the Corporation's business.
 - (h) Disclose any of the Corporation business practices, trade secrets, or any other information not generally known to the business community to any person not authorized to receive it.

ARTICLE 6

BOOKS AND RECORDS

Required Books and Records

- 6.01. The Corporation shall keep complete books and records of account. The Corporation's books and records shall include:
- (a) A file-endorsed copy of all documents filed with Tennessee Secretary of State relating to the Corporation, including, but not limited to, the articles of Corporation, and any articles of

amendment, restated articles, articles of merger, articles of consolidation, and statement of change of registered office or registered agent.

- (b) A copy of the bylaws, and any amended versions or amendments to the bylaws.
- (c) Minutes of the proceedings of the Board of Directors, and committees having any of the authority of the Board of Directors.
- (d) A list of the names and addresses of the directors, officers and any committee members of the Corporation.
- (e) A financial statement showing the assets, liabilities and net worth of the Corporation at the end of the three most recent fiscal years.
- (f) A financial statement showing the income and expenses of the Corporation for the three most recent fiscal years.
- (g) All rulings, letters, and other documents relating to the Corporation's federal, state, and local tax status.

ARTICLE 7

FISCAL YEAR

- 7.01 The fiscal year of the Corporation shall begin on the first day of July and end on the last day in June in each year.

ARTICLE 8

INDEMNIFICATION

When Indemnification is Required, Permitted, and Prohibited

- 8.01. (a) The Corporation shall indemnify a director, officer, committee member, employee or agent of the Corporation who was, is or may be named defendant or respondent in any proceeding as a result of his or her actions or omissions within the scope of his or her official capacity in the Corporation. For the purposes of this article, an agent includes one who is or was serving at the request of the Corporation as a director, officer, partner, venturer, proprietor, trustee, partnership, joint venture, sole proprietorship, trust, employee benefit plan, or other enterprise. However, the Corporation shall indemnify a person only if he or she acted in good faith and reasonably believed that the conduct was in the Corporation's best interests. In a case of criminal proceeding, the person may be indemnified only if he or she had no reasonable cause to believe that the conduct was unlawful. The Corporation shall not indemnify a person who is found liable to the Corporation or is found to be liable to another on the basis of improperly receiving a personal benefit. A person is conclusively considered to have been found liable in relation to any claim, issue, or matter if the person has been adjudged liable by a court of competent jurisdiction and all appeals have been exhausted.
- (b) The termination of a proceeding by judgment, order, settlement, conviction, or on a plea of *nolo contendere* or its equivalent does not necessarily preclude indemnification by the Corporation.
 - (c) The Corporation shall pay or reimburse expenses incurred by a director, officer, committee member, employee, or agent of the Corporation in connection with the person's appearance as a witness or other participation in a proceeding involving or affecting the Corporation when the person is not a named defendant or respondent in the proceeding.
 - (d) In addition to the situations otherwise described in this paragraph, the Corporation may indemnify a director, officer, committee member, employee, or agent of the Corporation to the extent permitted by law. However, the Corporation shall not indemnify any person in any situation in which indemnification is prohibited by the terms of paragraph 8.01., above.

- (e) Before the final disposition of a proceeding, the Corporation may pay indemnification expenses permitted by the bylaws and authorized by the Corporation. However, the Corporation shall not pay indemnification expenses to a person before the final disposition of a proceeding. If the person is a named defendant or respondent in a proceeding brought by the Corporation; or the person is alleged to have improperly received a personal benefit or committed other willful or intentional misconduct.
- (f) If the Corporation may indemnify a person under the bylaws, the person may be indemnified against judgment, penalties, including excise and similar taxes, fines, settlements, and reasonable expenses (including attorney's fees) actually incurred in connection with the proceeding. However, if the proceeding was brought by or on behalf of the Corporation, the indemnification is limited to a reasonable expenses actually incurred by the person in connection with the proceeding.

Procedures Relating to Indemnification Payments

- 8.02. (a) Before the Corporation may pay any indemnification expenses (including attorney's fees), and determine that expenses to be reimbursed are reasonable, except as provided in paragraph 8.02(c), below. The Corporation may make these determinations and decisions by any one of the following procedures:
- (i) Majority vote of the quorum consisting of directors who, at the time of the vote, are not named defendants or respondents in the proceeding.
 - (ii) If such a quorum cannot be obtained, by a majority vote of committee of the Board of Directors, designated to act in the matter by a majority vote of all directors, consisting solely of two or more who at the time of the vote are not named defendants or respondents in the proceeding.
 - (iii) Determination by special legal counsel selected by the Board of Directors by votes as provided in paragraph 10.02(a)(i) or 10.02(a)(ii), or if such a quorum cannot be obtained and such a committee cannot be established, by a majority vote of all directors.
- (b) The Corporation shall authorize indemnification and determine that expenses to be reimbursed are reasonable in the same manner that it determines whether indemnification is permissible. If the determination that the facts then known to those making the determination would not preclude indemnification and authorization of payment shall be made in the same manner as a determination that indemnification is permissible under paragraph 8.02(a), above. The person's written affirmation shall state that he or she has met the standard of conduct necessary for indemnification under the bylaws. The written undertaking shall provide for repayment of the amount paid or reimbursed by the Corporation if it is ultimately determined that the person has not met the requirements for indemnification. The undertaking shall be an unlimited general obligation of the person, but it need not be secured and it may be accepted without reference to financial ability to make repayment.

ARTICLE 9

NOTICES

Notice by Mail or Telegram

- 9.01. Any notice required or permitted by the bylaws to be given to a director, officer or member of a committee of the Corporation may be given by mail or telegram. If mailed a notice shall be deemed to be delivered when deposited in the United States mail addressed to the person at his or her address as it appears on the records of the Corporation, with postage prepaid. If given by telegram, a notice shall be deemed to be delivered when accepted by the Telegram Company and addressed to the person at his or her address as it appears on the records of the Corporation. A person may change his or her address by giving written notice to the secretary of the Corporation.

Signed Waiver of Notice

- 9.02. Whenever any notice is required to be given under the provisions of the act or under the provisions of the articles of incorporation or the bylaws, a waiver in writing signed by a person entitled to receive a notice shall be deemed equivalent to the giving of the notice. A waiver of the notice shall be effective whether signed before or after the time stated in the notice being waived.

Waiver of Notice by Attendance

- 9.03. The attendance of a person at a meeting shall constitute a waiver of notice of the meeting unless the person attends for the express purpose of objecting to the transaction or any business because the meeting is not lawfully called or convened.

ARTICLE 10

SPECIAL PROCEDURES CONCERNING MEETINGS

Meeting by Telephone or Internet

- 10.01. A. Subject to the provisions required or permitted by the Tennessee Open Meetings Act or notice of meetings, unless otherwise restricted by the articles of incorporation or bylaws, members of the board of directors of the corporation, or members of any committee designated by such board may participate in and hold a meeting of such members, board, or committee by means of: (1) conference telephone or similar communications equipment by which all persons participating in the meeting can hear each other; or (2) another suitable electronic communications system, including videoconferencing technology or the Internet, only if: (a) each member entitled to participate in the meeting consents to the meeting being held by means of that system; and (b) the system provides access to the meeting in a manner or using a method by which each member participating in the meeting can communicate concurrently with each other participant.

B. Participation in a meeting pursuant to this Article shall constitute presence in person at such meeting, except where a person participates in the meeting for the express purpose of objecting to the transaction of any business on the ground that the meeting is not lawfully called or convened.

ARTICLE 11

AMENDMENTS TO BYLAWS

- 11.01 The bylaws may be altered, amended, or repealed, and new bylaws may be adopted a majority vote by the Board of Directors. The notice of any meeting at which the bylaws are altered, amended, or repealed, or at which new bylaws are adopted shall include the text of the proposed bylaw provisions as well as the text of any existing provisions proposed to be altered, amended, or repealed. Alternatively, the notice may include a fair summary of those provisions.

ARTICLE 12

MISCELLANEOUS PROVISIONS AND CLAUSES

Dissolution Clause

- 12.01. Upon the dissolution of this organization, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal code, or shall be distributed to the federal government, or to a state or local government, for a public purposes.

Legal Authorities Governing Constructions of Bylaws

- 12.02. The bylaws shall be construed in accordance with the laws of the State of Tennessee. All references in the bylaws to statutes, regulations, or other sources of legal authority shall refer to the authorities cited, or their successors, as they may be amended from time to time.

Legal Construction

- 12.03. If any bylaw provision is held to be invalid, illegal, or unenforceable in any respect, the invalidity, illegality, or unenforceability shall not any other provision and the bylaws shall be construed as if the invalid, illegal, or unenforceable provision had not been included in the bylaws.

Headings

- 12.04. The headings used in the bylaws are used for inconvenience and shall not be considered in contouring the terms of the bylaws.

Gender

- 12.05. Wherever the context requires, all words in the bylaws in the male gender shall be deemed to include female or neuter gender, all singular words shall include the plural, and all plural words shall include the singular.

Seal

- 12.06. The Board of Directors may provide for a corporate seal such a seal would consist of two concentric circles containing the words Read Foundation, "Tennessee," in on encircle and the word "Incorporated" together with the date of incorporation of the Corporation in the other circle.

Power of Attorney

- 12.07. A person may execute any instrument related to the Corporation by means of a power of attorney if an original executed copy of the Corporation to be kept with the Corporation records.

Parties Bound

- 12.08. The bylaws shall be binding upon and inure to the benefits of the directors, officers, committee members, employees, and agents of the Corporation and their respective heirs, executors, administrators, legal representatives, successors, and assigns except as otherwise provided in the bylaws.

ARTICLE 13

THE NON-DISCRIMINATORY STATEMENT

- 13.01. It is the policy of Read Foundation not to discriminate on the basis of age, color, handicap or disability, ancestry, national origin, marital status, race, religion, gender, veteran status, or political affiliation, in its educational programs and/or activities.

CERTIFICATE OF APPROVAL

I certify that I am the duly elected and acting president of Read Foundation and that the foregoing Bylaws constitute the Bylaws of the Corporation. These Bylaws were duly adopted at a meeting of the Board of Directors held on _____, 20__.

[Signature]

____ / ____ / ____
Date (mm/dd/yyyy)

[Name]

APPENDIX L

Insurance Proposal



09/18/09

8851 - TRIDENT FINANCIAL SERVICES
3847 GREENBRIAR ST.
HOUSTON TX 77098

Agent Fax #: 7135339692

Quote: 448563

Applicant: MEMPHIS SCHOOL OF EX

Effective Date: 10/01/09

Carrier: THE HARTFORD INS-SELE

Line of Business: PACKAGE

QUOTATION INFORMATION – PLEASE READ THOROUGHLY:

1. The quotation is valid for 30 days from the effective date of the quote.
This quotation expires at 12:01 a.m. on 10/18/09.
2. This carrier is ADMITTED.
3. You can obtain the current carrier rating on the AM Best website.
4. Please check the quotation thoroughly for accuracy as the coverage quoted may be different than requested.
5. Minimum earned premiums defined within the quotation do apply.
6. Coverage details are advised within the quotation and will be provided within the issued policy. Additional forms or endorsements may be added as required by the carrier.
7. The carrier audits all applicable risks and will have terms defined in each policy.
8. Any cancellations/changes to policies will be submitted to Memphis City Schools and the Tennessee State Department of Education within 10 days.
9. A written request to bind must be received by the quotation expiration date in order for policy issuance to begin. If a written request to bind is not received by the expiration date of this quotation the file will be considered closed with no further action.

Thank you for placing your business with The Combined Group.

ERIN LUHRING

Please visit our Web Site at: www.combinedgroup.com

2304 Tarpley Rd., Suite 124
Carrollton, Texas 75006

469.892.4000 Toll Free 800.275.3193
Fax 469.221.6900 Fax 800.275.3194



7135339692

CIA Quotation Cover Sheet

Date: 09/18/2009
By: ERIN LUHRING
Agent: 8851 TRIDENT FINANCIAL SERVICES
Attention: VEDAT
Insured: MEMPHIS SCHOOL OF EXCELLE
198 ISLAND BLUFF DRIVE
MEMPHIS TN 38103
Company: THE HARTFORD INS-SELECT CUSTOM
Coverage: PACKAGE

Quote #: 448563
Renewal of:

Terms and Conditions Applicable to this Quote

Thanks for the submission on the above insured.

The following quote is subject to:

If you have any questions, please let me know.

Thanks for the submission and good luck on your quote!

This quote is valid for 30 days. To bind coverage please complete the following and fax back to CIA:

Please Bind Effective:

Signed:

Signed application due with binder request.

Policy will be Direct Bill and can not be Premium Financed.

Voice (469) 892-4000 Toll Free (800) 275-3193
Fax (469) 221-6900 Toll Free (800) 275-3194
www.combinedgroup.com

TRIDENT INSURANCE
&
FINANCIAL SERVICES



Spectrum Proposal
Prepared for:

MEMPHIS SCHOOL OF EXCELLENCE
198 ISLAND BLUFF DRIVE
MEMPHIS, TN 38103

Proposed by TRIDENT FINANCIAL SERVICE

This document is a proposal of insurance for the applicant indicated above. It is not to be used as proof of coverage, unless bound by agent signature.

Coverage bound
for 30 days, Effective

_____ By _____
(Date) (Authorized Representative)

Proposal Date 9/24/2009

Regardless of whether an authorized representative has bound coverage, the coverages and premium stated herein are preliminary and subject to change based upon additional underwriting review. Coverage bound may be cancelled immediately upon notice to the insured and/or its agent subject to applicable state law. Coverage will expire upon the expiration of the 30-day period without further notice, unless extended in writing with consent of The Hartford. Coverage cannot be backdated without a signed no-loss letter and consent of The Hartford.

The premium amounts stated herein are determined based on the coverages and limits selected together with the specific characteristics of the insured. Changes to coverages, limits or insured characteristics may result in changes in premium and may only be determined by The Hartford or its automated submission system.

The coverage descriptions in this proposal are abbreviated. Any coverage bound in accordance with the terms of this proposal is subject to the terms, conditions, limitations and exclusions of the applicable policy(ies). If there is any conflict between the coverage statements within this proposal and the applicable insurance policy(ies), the policy provisions will prevail. For questions regarding this proposal, contact your independent Hartford agent or authorized Hartford representative.

Why The Hartford?

Company:

- Founded in 1810, The Hartford is a leading provider of business property and casualty, personal automobile and homeowners, investment products, life insurance and group benefits

Product:

- Broad coverages at competitive prices – The Hartford and (Agency Name) are committed to bringing value to you at an affordable price.

Claims Excellence:

- Claim reporting available any time, day or night
- State-of-the-art technology enables fast claim settlements

Numerous Premium Payment Options:

- Pay by phone or by check
- Or, take advantage of Electronic Funds Transfer (EFT) – no check, stamp or worries

The Hartford offers innovative solutions to other lines of commercial insurance as well. They realize that cash flow is very important to small business owners. Are you interested in paying your Workers' Compensation premium on a pay-as-you-go basis? QuickBooks®* payroll users are eligible for our XactPAY Web® billing option. The premium is calculated and withdrawn from your bank account with every payroll run through QuickBooks®. Benefits include:

- Elimination of a large down payment
- Elimination of late fees, finance and billing fees
- Elimination of the need to write checks
- Potential to minimize audit adjustments

Buying business insurance can be intimidating. The Hartford is here to help. A site dedicated to small business owners, <http://sb.thehartford.com/> helps you find out what hundreds of insurance terms mean and ways to reduce your risk.

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Spectrum Quote Proposal
Proposed with
Sentinel Insurance Company
10/1/2009 to 10/1/2010

Total Annual Spectrum Premium **\$ 8,045.00 ***

Policy Level:

Property Coverage

Limits of Insurance

Special Property Coverage Form automatically includes the following coverages at ***no additional charge:***

Valuable Papers Coverage On Premises	\$ 25,000
Valuable Papers Coverage Off Premises	\$ 25,000
Accounts Receivable Coverage On Premises	\$ 25,000
Accounts Receivable Coverage Off Premises	\$ 25,000
Money and Securities – Inside	\$ 10,000
Money and Securities – Outside	\$ 5,000
Fire Department Service Charge	\$ 25,000
Fire Extinguisher Recharge	\$ Included
Ordinance or Law Coverage:	
▶ Undamaged Portion	\$ 25,000
▶ Demolition Costs	\$ 25,000
▶ Increased Cost of Construction	\$ 25,000
▶ Tenants Improvements & Betterments Increased Cost of Construction	\$ 25,000
Appurtenant Structures not more than \$50,000 at each scheduled premises.	\$ Included
Appurtenant Structures not more than \$5,000 at each scheduled premises.	\$ Included
Newly Acquired or Constructed Property - Building	\$ 500,000
Business Personal Property at Newly Acquired Locations	\$ 250,000
Property Off-Premises – Building	\$ 5,000
Property Off-Premises – Business Personal Property	\$ 2,500
Automatic Increase in Building: Limit of Insurance: 8% Annual	\$ Included
Tenant's Glass	\$ 25,000
Arson and Theft Reward	\$ 10,000
Definition of Premises: 1000 feet	\$ Included

Liability Coverages

Limits of Insurance

Premium

Business Liability	Each Occurrence	\$ 1,000,000	
	General Aggregate	\$ 2,000,000	\$ 3,874
	Products/Completed Operations Aggregate	\$ 2,000,000	\$ Included
	Personal and Advertising Injury	\$ 1,000,000	\$ Included
Damage to Premises Rented to You		\$ 1,000,000	\$ Included
Medical Expenses		\$ 10,000	\$ Included
Educator's Legal Liability	Each Wrongful Act	\$ 1,000,000	\$ 975
	Aggregate	\$ 1,000,000	
ELL Retroactive Date:	10/01/2009		
Deductible		\$ 2,500	
Cyberflex Coverage		\$ Included	\$ Included
Terrorism			\$ 139

Umbrella Liability Coverages

	<u>Limits of Insurance</u>	<u>Premium</u>
Per Occurrence	\$ 5,000,000	
Aggregate	\$ 5,000,000	\$ 2,261
Self-Insured Retention	\$ 10,000	

Property Coverages

	<u>Limits of Insurance</u>	<u>Premium</u>
Property Deductible	\$ 1,000	
Automatic Equipment Breakdown Coverage which includes:	\$ Included	\$ 38
▶ Mechanical Breakdown	\$ Included	\$ Included
▶ Artificially Generated Electric Current	\$ Included	\$ Included
▶ Explosion of Steam Equipment	\$ Included	\$ Included
▶ Loss or damage to Steam Equipment	\$ Included	\$ Included
▶ Loss or damage to Water Heating Equipment.	\$ Included	\$ Included
Business Income And Extra Expense Actual Loss Sustained – 12 mos.	\$ Included	\$ 91
Terrorism		\$ 0
Identity Recovery Coverage	\$ 15,000	Included

Location/Building Level:**Location/Building Information:**

Location No./Building No. : 001/001
Street Address : 198 Island Bluff Drive
City, State and Zip Code : Memphis, TN 38103
Protection Class : 02
Class Code : 82261
Description : School - Private - Elementary, Middle Or Jr High
Construction : Fire Resistive
Year Built : 2000
Sprinklered : No
Area : 15,600

	<u>Limits of Insurance</u>	<u>Premium</u>
Business Personal Property	\$ 300,000	\$ 345
Fungi Limited Coverage	\$ 50,000	\$ Included
Fungi Limited Business Interruption	\$ 30 Days	\$ Included

Stretch Endorsements:**Premium**

Schools Stretch

See Stretch Summary Attached

\$

184

The Limits of Insurance for the following Additional Coverages are in addition to any other limit of insurance provided under this policy

<i>Stretch for Schools Summary</i>	
<i>Coverage</i>	<i>Limit</i>
Accounts Receivable – On/Off Premises	\$ 100,000
Additional Covered Property	Included
Animals	\$ 25,000/ \$1,500 per Animal
Claim Expenses	\$ 5,000
Computers and Media	\$ 50,000
Debris Removal	\$ 25,000
Fine Arts	\$ 25,000
Fire Department Service Charge Revised Limit	\$ 25,000
Lost Keys	\$ 500
Off-Premises Utility Services – Direct Damage	\$ 25,000
Ordinance or Law Coverage –	
- Loss to the Undamaged Portion of the Building	Included in Building Limit
- Demolition	\$ 100,000
- Increased Cost of Construction	\$ 100,000
Pairs or Sets	Up to Business Personal Property Limit
Paved Surfaces	\$ 100,000
Personal Property of Others	\$ 50,000
Pollutants and Contaminates – Clean Up Increased Limits	\$ 25,000
Property at Other Premises	\$ 10,000
Salespersons' Samples	\$ 5,000
Sewer and Drain Back Up	Included up to Covered Property Limit
Sump Overflow or Sump Pump Failure	\$ 15,000
Temperature Change	\$ 25,000
Tenant Building and Business Personal Property Coverage-Required by Lease	\$ 20,000
Transit Property in the Care of Carriers for Hire	\$ 100,000
Unauthorized Business Card Use	\$ 2,500
Valuable Papers and Records – On/Off Premises	\$ 100,000

The Limits of Insurance for the following Coverage Extensions are a replacement of the Limit of Insurance provided under the Property Coverage Form.

<i>Coverage</i>	<i>Limit</i>
Harvested Crops	\$ 25,000
Newly Acquired or Constructed Property – 180 Days	
Building	\$1,000,000
Business Personal Property	\$ 500,000
Business Income and Extra Expense	\$ 500,000
Outdoor Property	\$ 25,000 aggregate/ \$1,000 per item
Personal Effects of Employees	\$50,000 /\$10,000 per Employee Tools
Personal Effects of Students	\$100,000 /\$2,500 per Student
Property Off Premises	\$50,000

The following changes apply only if Business Income and Extra Expense are covered under this policy. The Limits of Insurance for the following Business Income and Extra Expense Coverages are in addition to any other Limit of Insurance provided under this policy:

Coverage

Business Income Extension for Off-Premises Utility Services
Business Income from Auxiliary Operations
Temporarily Leased or Rented Properties

Limit

\$ 25,000
\$25,000
10% of Business Income Limit Up to
\$100,000

The following Limit of Insurance for the following Business Income Coverage is a replacement of the Limit of Insurance provided under the Property Coverage Form.

Coverage

Extended Business Income

Limit

120 Days

The following changes apply only if the Special Property Coverage Form applies to this policy. The Limits of Insurance for the following Additional Coverages are a replacement of the limit of insurance provided under the Special Property Coverage form:

Coverage

Theft of Patterns, Dies, Molds and Forms

Limit

Up to Business Personal Property Limit

Recommendations and Comments

DISCLOSURE PURSUANT TO TERRORISM RISK INSURANCE ACT

On December 26, 2007, legislation was enacted extending the Terrorism Risk insurance Act (as amended "TRIA"). In accordance with TRIA, we are required to offer you coverage for "certified acts of terrorism" in policies for which the act applies. However, coverage for "certified acts of terrorism" is limited by the terms, conditions, exclusions, limits, endorsements and other provisions of your policy(ies), as well as any applicable rules of law to which this coverage quote applies.

"Certified act of terrorism" means an act that is certified by the Secretary of the Treasury, in concurrence with the Secretary of State and the Attorney General of the United States, to be an act of terrorism. The criteria contained in TRIA for a "certified act of terrorism" include the following:

1. The act resulted in insured losses in excess of \$5 million in the aggregate, attributable to all types of insurance subject to TRIA; and
2. The act resulted in damage within the United States, or outside the United States in the case of certain air carriers or vessels or the premises of an United States mission; and
3. The act is a violent act or an act that is dangerous to human life, property or infrastructure and is committed by an individual or individuals acting as part of an effort to coerce the civilian population of the United States or to influence the policy or affect the conduct of the United States Government by coercion.

Disclosure of Premium

In accordance with TRIA, we are required to provide you with a notice disclosing the portion of your premium, if any, attributable to coverage for "certified acts of terrorism" under TRIA. The portion of your premium attributable to this terrorism coverage is shown in the premium section(s) of this quote proposal.

Disclosure of Federal Participation in Payment of Terrorism Losses

The United States Department of the Treasury will pay a share of terrorism losses insured under the federal program. The federal share equals 85% of that portion of such insured losses that exceeds the applicable insurer deductible. However, if aggregate industry insured losses attributable to certified acts of terrorism under TRIA exceed \$100 billion in a Program Year (January 1 through December 31), the Treasury shall not make any payment for any portion of such losses that exceeds \$100 billion.

Cap on Insurer Participation in Payment of Terrorism Losses

If aggregate industry insured losses attributable to "certified acts of terrorism" under TRIA, exceed \$100 billion in a Program Year (January 1 through December 31) and we have met our insurer deductible under TRIA, we shall not be liable for the payment of any portion of the amount of such losses that exceeds \$100 billion, and in such case insured losses up to that amount are subject to pro rata allocation in accordance with procedures established by the Secretary of the Treasury.

PLEASE CONTACT YOUR AGENT, BROKER OR REPRESENTATIVE IF YOU HAVE QUESTIONS

* The Total Spectrum Annual Premium includes State Surcharges of \$ 0 and a policy base premium of \$138.00

Payment Plan: Monthly Installments - Three Months Down

The Hartford Direct Bill System, offers you the flexibility of various payment plans. You can tailor a plan to meet your cash flow needs. For each installment, there is a nominal fee. Also, to help you keep track of your premium payments, all of your Hartford Commercial Business can be placed on one payment plan.

To make paying your premiums as easy as possible, we also offer you the benefit of electronic payments. With this option, your payments are automatically deducted from your bank account, in accordance with the schedule you select. So there's no bill, no check, no stamp, no worry. When you receive your first bill, just call the toll free number provided and ask to sign up for Repetitive EFT (Repetitive Electronic Funds Transfer).

Total Annual Spectrum Premium

\$ 8,045.00*

Acknowledged and Accepted By

(Signature of the Insured) On _____

(Date)

Regardless of whether an authorized representative has bound coverage, the coverages and premium stated herein are preliminary and subject to change based upon additional underwriting review. Coverage bound may be cancelled immediately upon notice to the insured and/or its agent subject to applicable state law. Coverage will expire upon the expiration of the 30-day period without further notice, unless extended in writing with consent of The Hartford. Coverage cannot be backdated without a signed no-loss letter and consent of The Hartford.

The coverage descriptions in this proposal are abbreviated. Any coverage bound in accordance with the terms of this proposal is subject to the terms, conditions, limitations and exclusions of the applicable policy(ies). If there is any conflict between the coverage statements within this proposal and the applicable insurance policy(ies), the policy provisions will prevail. For questions regarding this proposal, contact your independent Hartford agent or authorized Hartford representative.

Policy Number: 46SBAVI5449

TRIDENT INSURANCE
&
FINANCIAL SERVICES



Workers' Compensation Proposal
Prepared for:

MEMPHIS SCHOOL OF EXCELLENCE
198 ISLAND BLUFF DRIVE
MEMPHIS, TN 38103

Proposed by Trident Insurance & Financial Services

This document is a proposal of insurance for the applicant indicated above. It is not to be used as proof of coverage, unless bound by agent signature.

Coverage
bound for
30 days,
Effective

By

(Date)

(Authorized Representative)

Proposal Date 9/24/2009

Regardless of whether an authorized representative has bound coverage, the coverages and premium stated herein are preliminary and subject to change based upon additional underwriting review. Coverage bound may be cancelled immediately upon notice to the insured and/or its agent subject to applicable state law. Coverage will expire upon the expiration of the 30-day period without further notice, unless extended in writing with consent of The Hartford. Coverage cannot be backdated without a signed no-loss letter and consent of The Hartford.

The premium amounts stated herein are determined based on the coverages and limits selected together with the specific characteristics of the insured. Changes to coverages, limits or insured characteristics may result in changes in premium and may only be determined by The Hartford or its automated submission system.

The coverage descriptions in this proposal are abbreviated. Any coverage bound in accordance with the terms of this proposal is subject to the terms, conditions, limitations and exclusions of the applicable policy(ies). If there is any conflict between the coverage statements within this proposal and the applicable insurance policy(ies), the policy provisions will prevail. For questions regarding this proposal, contact your independent Hartford agent or authorized Hartford representative.

Why The Hartford?

Company:

- Founded in 1810, The Hartford is a leading provider of business property and casualty, personal automobile and homeowners, investment products, life insurance and group benefits

Product:

- Broad coverages at competitive prices – The Hartford and (Agency Name) are committed to bringing value to you at an affordable price.

Claims Excellence:

- Claim reporting available any time, day or night
- State-of-the-art technology enables fast claim settlements

Numerous Premium Payment Options:

- Pay by phone or by check
- Or, take advantage of Electronic Funds Transfer (EFT) – no check, stamp or worries

The Hartford offers innovative solutions to other lines of commercial insurance as well. They realize that cash flow is very important to small business owners. Are you interested in paying your Workers' Compensation premium on a pay-as-you-go basis? QuickBooks®* payroll users are eligible for our XactPAY Web® billing option. The premium is calculated and withdrawn from your bank account with every payroll run through QuickBooks®. Benefits include:

- Elimination of a large down payment
- Elimination of late fees, finance and billing fees
- Elimination of the need to write checks
- Potential to minimize audit adjustments

Buying business insurance can be intimidating. The Hartford is here to help. A site dedicated to small business owners, <http://sb.thehartford.com/> helps you find out what hundreds of insurance terms mean and ways to reduce your risk.

**QuickBooks® is a registered trademark and service mark of Intuit, Inc. in the United States and other countries and is displayed herein with permission. XactPAY Web is a special edition for QuickBooks users with (1) the 2006 or newer version of QuickBooks Pro/Premier/Enterprise U.S. PC (XactPay Web is not available to QuickBooks Simple Start users), and (2) a subscription for Intuit QuickBooks Basic, Standard, Enhanced or Assisted Payroll (XactPay Web is not available to QuickBooks Online Payroll subscribers). The purchase of a Hartford Workers' Compensation policy is necessary to utilize the XactPAY Web service. All insurance policies offered by The Hartford are sold through licensed agents appointed by The Hartford. The Hartford coverages described herein may be offered by one or more of the property and casualty insurance subsidiaries of The Hartford Financial Group, Inc.*

Worker's Compensation Proposal
Proposed with
Hartford Insurance Company of the Midwest
10/1/2009 to 10/1/2010

Part I – Workers' Compensation Insurance (Coverage A and C)

Statutory Coverage as provided by the following states:

Tennessee

Coverage includes Medical and Loss of Income Benefits for injuries arising out of a work related injury.

Part II – Employers Liability Insurance (Coverage B)

Limits of Insurance

Bodily Injury By Accident	\$ 1,000,000	Each Accident
Bodily Injury By Disease	\$ 1,000,000	Policy Limit
Bodily Injury By Disease	\$ 1,000,000	Each Employee

Rating Information:

State:	Tennessee	Location:	01		
Class Code	Description:	Rate:	Premium Basis (Rate per \$100 of Exposure)	Class Premium:	
8868	School - Professional Employees & Clerical	.33	900,000	\$	2,970.00

State Recap:

Total Class Premium		\$	2,970.00
Increased Limits Part Two	2.80 %	\$	83.00
To Equal Increased Limits Minimum Premium		\$	67.00
Total Estimated Annual Standard Premium		\$	3,120.00
Expense Constant 0900		\$	180.00
Terrorism (9740) 900,000	.0100	\$	90.00
Catastrophe (9741) 900,000	.0200	\$	180.00
Total Estimated Annual Premium		\$	3,570.00

Notes

Premium is based on an estimated payroll and subject to annual audit.

At the inception of the policy period our records show that you have employees located in the following states:

Tennessee

If you have employees working in any other states, please notify our office immediately.

Sole Proprietors are not automatically covered for Workers' Compensation Coverage and must elect to be covered.

No single endorsement combines as many workers' compensation enhancements as our broad form. Both our no-cost basic version and our inexpensive extended version, exceed legal requirements.

Merit Mods are tentative and subject to final calculation.

- Our basic broad form offers a number of enhancements **at no additional charge**. A few of these coverages include: *(not applicable in all states)*
 - Voluntary Compensation Covered
 - Employer Liability Stop Gap in Monopolistic States
 - Pay for reasonable Expenses, including Loss of Earnings
- Our **Extended** broad form includes coverages in the **Basic** broad form and provides several additional coverages **for an added charge**: *(not applicable in all states)*
 - 500/500/500 Employers Liability Limits
 - Foreign Voluntary Compensation
 - Longshore and Harbor Workers' Compensation Act Coverage Endorsement

Recommendations and Comments

Premium Summary

10/1/2009 to 10/1/2010
Term

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1. The act resulted in insured losses in excess of \$5 million in the aggregate, attributable to all types of insurance subject to TRIA; and
2. The act resulted in damage within the United States, or outside the United States in the case of certain air carriers or vessels or the premises of an United States mission; and
3. The act is a violent act or an act that is dangerous to human life, property or infrastructure and is committed by an individual or individuals acting as part of an effort to coerce the civilian population of the United States or to influence the policy or affect the conduct of the United States Government by coercion.

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In accordance with TRIA, we are required to provide you with a notice disclosing the portion of your premium, if any, attributable to coverage for "certified acts of terrorism" under TRIA. The portion of your premium attributable to this terrorism coverage is shown in the premium section(s) of this quote proposal.

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Cap on Insurer Participation in Payment of Terrorism Losses

If aggregate industry insured losses attributable to "certified acts of terrorism" under TRIA, exceed \$100 billion in a Program Year (January 1 through December 31) and we have met our insurer deductible under TRIA, we shall not be liable for the payment of any portion of the amount of such losses that exceeds \$100 billion, and in such case insured losses up to that amount are subject to pro rata allocation in accordance with procedures established by the Secretary of the Treasury.

PLEASE CONTACT YOUR AGENT, BROKER OR REPRESENTATIVE IF YOU HAVE QUESTIONS

Total WC Estimated Annual Premium

\$ 3,570.00

Policy Minimum Premium: \$ 381 (TN)

The Hartford Direct Bill System, offers you the flexibility of various payment plans. You can tailor a plan to meet your cash flow needs. For each installment, there is a nominal fee. Also, to help you keep track of your premium payments, all of your Hartford Commercial Business can be placed on one payment plan.

APPENDIX M

Financial Commitments

PROMISSORY NOTE

Amount: \$38,000.00

Date: 09/14/2009

FOR VALUE RECEIVED, after date, without grace, in the manner, on the date or dates, and in the amounts herein specified, the undersigned, Memphis School of Excellence (dba Read Foundation, a Tennessee nonprofit corporation, "Maker") promises to pay to the order of Murat Dagli (hereinafter called "Payee"), at 10618 Clearview Place Houston, TX 77025, or at such other address as the Payee or other owner and holder of this Note may from time to time, in writing, designate to the Maker, the principal sum of thirtyeight thousands and no/100 dollars (\$38,000.00) in legal and lawful money of the United States of America, which shall be legal tender for public and private debts at the time of payment, with interest from the date hereof on the principal balance from time to time remaining unpaid prior to default or maturity, at the pre-default rate of five percent (5%) per annum.

This Note shall be due and payable upon demand after 09/15/2011. Maker herein reserves the right to prepay all or a portion of this Note without penalty.

If default be made in the payment of any installment of principal or interest under this Note and such default continues for a period of ten (10) days following written notice of such default, then the entire principal balance and accrued interest owing hereon shall at once become due and payable without notice, at the option of the holder of this Note. Failure to exercise this option shall not constitute a waiver of the right to exercise the same in the event of any subsequent default.

All past-due principal and, if permitted by applicable state or federal law, of interest shall bear interest at the highest non-usurious interest rate permitted by applicable state or federal law, or if no such maximum rate is established by applicable state or federal law, then at the rate eighteen percent (18%) per annum or the maximum rate allowable by law.

The makers, signers, sureties, guarantors, and endorsers of this Note severally waive demand, presentment, notice of dishonor, notice of intent to accelerate maturity hereof, notice of acceleration, diligence in collecting, grace, notice, and protest and agree to one or more extensions for any period or periods of time and partial payments, before or after maturity, without prejudice to the holder; and if this Note or any instrument collateral to it shall be collected by legal proceedings or through a probate or bankruptcy court, or shall be placed in the hands of an attorney for collection after default or maturity, the undersigned agrees to pay all costs of collection, including reasonable attorneys' fees.

All agreements between the Maker and the holder hereof, whether now existing or hereafter arising and whether written or oral, are hereby limited so that in no contingency, whether by reason of acceleration of the maturity hereof

or otherwise, shall the interest paid or agreed to be paid to the holder hereof exceed the highest non-usurious interest rate permissible under applicable state or federal law (the "Maximum Rate"). If from any circumstance whatsoever interest would otherwise be payable to the holder hereof at a rate in excess of the Maximum Rate, then the interest payable to the holder hereof shall be reduced to the Maximum Rate, and if from any circumstance the holder hereof shall ever receive anything of value deemed interest by applicable law which would exceed interest at the Maximum Rate, an amount equal to any excessive interest shall be applied to the reduction of the principal amount hereunder and not to the payment of interest, or if such excessive interest exceeds the unpaid balance of principal hereof, such excess shall be refunded to the undersigned. All interest paid or agreed to be paid to the holder hereof shall, to the extent permitted by applicable law, be amortized, prorated, allocated, and spread throughout the full period until payment in full of the principal of this Note (including the period of any renewal or extension hereof) so that the rate of interest hereon is uniform throughout the term hereof. This paragraph shall control all agreements between the Maker and the holder hereof.

Any check, draft, money order, or other instrument given in payment of all or any portion of this Note may be accepted by the holder hereof and handled in collection in the customary manner, but the same shall not constitute payment hereunder or diminish any rights of the holder hereof except to the extent that actual cash proceeds of such instruments are unconditionally received by the holder and applied to this Note in the manner elsewhere herein provided.

THIS NOTE SHALL BE CONSTRUED AND ENFORCED UNDER AND IN ACCORDANCE WITH AND SHALL BE GOVERNED BY THE APPLICABLE LAWS OF THE STATE OF TENNESSEE AND THE UNITED STATES OF AMERICA.

Memphis School of Excellence (Read Foundation, a Tennessee non-profit corporation).

Maker

BY : Read Foundation

NAME : Cem Akkus

TITLE : President

PROMISSORY NOTE

Amount: \$42,000.00

Date: 09/17/2009

FOR VALUE RECEIVED, after date, without grace, in the manner, on the date or dates, and in the amounts herein specified, the undersigned, Memphis School of Excellence (dba Read Foundation, a Tennessee nonprofit corporation, "Maker") promises to pay to the order of Jacob Altunisik (hereinafter called "Payee"), at 9525 Katy Freeway #142 Houston, TX 77024, or at such other address as the Payee or other owner and holder of this Note may from time to time, in writing, designate to the Maker, the principal sum of fortytwo thousands and no/100 dollars (\$42,000.00) in legal and lawful money of the United States of America, which shall be legal tender for public and private debts at the time of payment, with interest from the date hereof on the principal balance from time to time remaining unpaid prior to default or maturity, at the pre-default rate of five percent (5%) per annum.

This Note shall be due and payable upon demand after 09/15/2011. Maker herein reserves the right to prepay all or a portion of this Note without penalty.

If default be made in the payment of any installment of principal or interest under this Note and such default continues for a period of ten (10) days following written notice of such default, then the entire principal balance and accrued interest owing hereon shall at once become due and payable without notice, at the option of the holder of this Note. Failure to exercise this option shall not constitute a waiver of the right to exercise the same in the event of any subsequent default.

All past-due principal and, if permitted by applicable state or federal law, of interest shall bear interest at the highest non-usurious interest rate permitted by applicable state or federal law, or if no such maximum rate is established by applicable state or federal law, then at the rate eighteen percent (18%) per annum or the maximum rate allowable by law.

The makers, signers, sureties, guarantors, and endorsers of this Note severally waive demand, presentment, notice of dishonor, notice of intent to accelerate maturity hereof, notice of acceleration, diligence in collecting, grace, notice, and protest and agree to one or more extensions for any period or periods of time and partial payments, before or after maturity, without prejudice to the holder; and if this Note or any instrument collateral to it shall be collected by legal proceedings or through a probate or bankruptcy court, or shall be placed in the hands of an attorney for collection after default or maturity, the undersigned agrees to pay all costs of collection, including reasonable attorneys' fees.

All agreements between the Maker and the holder hereof, whether now existing or hereafter arising and whether written or oral, are hereby limited so that in no contingency, whether by reason of acceleration of the maturity hereof

or otherwise, shall the interest paid or agreed to be paid to the holder hereof exceed the highest non-usurious interest rate permissible under applicable state or federal law (the "Maximum Rate"). If from any circumstance whatsoever interest would otherwise be payable to the holder hereof at a rate in excess of the Maximum Rate, then the interest payable to the holder hereof shall be reduced to the Maximum Rate, and if from any circumstance the holder hereof shall ever receive anything of value deemed interest by applicable law which would exceed interest at the Maximum Rate, an amount equal to any excessive interest shall be applied to the reduction of the principal amount hereunder and not to the payment of interest, or if such excessive interest exceeds the unpaid balance of principal hereof, such excess shall be refunded to the undersigned. All interest paid or agreed to be paid to the holder hereof shall, to the extent permitted by applicable law, be amortized, prorated, allocated, and spread throughout the full period until payment in full of the principal of this Note (including the period of any renewal or extension hereof) so that the rate of interest hereon is uniform throughout the term hereof. This paragraph shall control all agreements between the Maker and the holder hereof.

Any check, draft, money order, or other instrument given in payment of all or any portion of this Note may be accepted by the holder hereof and handled in collection in the customary manner, but the same shall not constitute payment hereunder or diminish any rights of the holder hereof except to the extent that actual cash proceeds of such instruments are unconditionally received by the holder and applied to this Note in the manner elsewhere herein provided.

THIS NOTE SHALL BE CONSTRUED AND ENFORCED UNDER AND IN ACCORDANCE WITH AND SHALL BE GOVERNED BY THE APPLICABLE LAWS OF THE STATE OF TENNESSEE AND THE UNITED STATES OF AMERICA.

Memphis School of Excellence (Read Foundation, a Tennessee non-profit corporation).

Maker

BY : Read Foundation

NAME : Cem Akkus

TITLE : President

PROMISSORY NOTE

Amount: \$22,000.00

Date: 09/15/2009

FOR VALUE RECEIVED, after date, without grace, in the manner, on the date or dates, and in the amounts herein specified, the undersigned, Memphis School of Excellence (dba Read Foundation, a Tennessee nonprofit corporation, "Maker") promises to pay to the order of Omer Ozmeral (hereinafter called "Payee"), at 5500 Highland Dr. #1431 Little Rock, AR 72223, or at such other address as the Payee or other owner and holder of this Note may from time to time, in writing, designate to the Maker, the principal sum of twentytwo thousands and no/100 dollars (\$22,000.00) in legal and lawful money of the United States of America, which shall be legal tender for public and private debts at the time of payment, with interest from the date hereof on the principal balance from time to time remaining unpaid prior to default or maturity, at the pre-default rate of five percent (5%) per annum.

This Note shall be due and payable upon demand after 09/15/2011. Maker herein reserves the right to prepay all or a portion of this Note without penalty.

If default be made in the payment of any installment of principal or interest under this Note and such default continues for a period of ten (10) days following written notice of such default, then the entire principal balance and accrued interest owing hereon shall at once become due and payable without notice, at the option of the holder of this Note. Failure to exercise this option shall not constitute a waiver of the right to exercise the same in the event of any subsequent default.

All past-due principal and, if permitted by applicable state or federal law, of interest shall bear interest at the highest non-usurious interest rate permitted by applicable state or federal law, or if no such maximum rate is established by applicable state or federal law, then at the rate eighteen percent (18%) per annum or the maximum rate allowable by law.

The makers, signers, sureties, guarantors, and endorsers of this Note severally waive demand, presentment, notice of dishonor, notice of intent to accelerate maturity hereof, notice of acceleration, diligence in collecting, grace, notice, and protest and agree to one or more extensions for any period or periods of time and partial payments, before or after maturity, without prejudice to the holder; and if this Note or any instrument collateral to it shall be collected by legal proceedings or through a probate or bankruptcy court, or shall be placed in the hands of an attorney for collection after default or maturity, the undersigned agrees to pay all costs of collection, including reasonable attorneys' fees.

All agreements between the Maker and the holder hereof, whether now existing or hereafter arising and whether written or oral, are hereby limited so that in no contingency, whether by reason of acceleration of the maturity hereof

or otherwise, shall the interest paid or agreed to be paid to the holder hereof exceed the highest non-usurious interest rate permissible under applicable state or federal law (the "Maximum Rate"). If from any circumstance whatsoever interest would otherwise be payable to the holder hereof at a rate in excess of the Maximum Rate, then the interest payable to the holder hereof shall be reduced to the Maximum Rate, and if from any circumstance the holder hereof shall ever receive anything of value deemed interest by applicable law which would exceed interest at the Maximum Rate, an amount equal to any excessive interest shall be applied to the reduction of the principal amount hereunder and not to the payment of interest, or if such excessive interest exceeds the unpaid balance of principal hereof, such excess shall be refunded to the undersigned. All interest paid or agreed to be paid to the holder hereof shall, to the extent permitted by applicable law, be amortized, prorated, allocated, and spread throughout the full period until payment in full of the principal of this Note (including the period of any renewal or extension hereof) so that the rate of interest hereon is uniform throughout the term hereof. This paragraph shall control all agreements between the Maker and the holder hereof.

Any check, draft, money order, or other instrument given in payment of all or any portion of this Note may be accepted by the holder hereof and handled in collection in the customary manner, but the same shall not constitute payment hereunder or diminish any rights of the holder hereof except to the extent that actual cash proceeds of such instruments are unconditionally received by the holder and applied to this Note in the manner elsewhere herein provided.

THIS NOTE SHALL BE CONSTRUED AND ENFORCED UNDER AND IN ACCORDANCE WITH AND SHALL BE GOVERNED BY THE APPLICABLE LAWS OF THE STATE OF TENNESSEE AND THE UNITED STATES OF AMERICA.

Memphis School of Excellence (Read Foundation, a Tennessee non-profit corporation).

Maker

BY : Read Foundation

NAME : Cem Akkus

TITLE : President

APPENDIX N

Board Resolution

Board Resolution
to Authorize the Submission of the Charter School Application

On the 26th day of September, 2009, at a meeting of the board of directors of the Read Foundation, a non-profit foundation, held in the City of Memphis, Shelby County, Tennessee with a quorum of the directors present, the following business was conducted;

It was duly moved and seconded that the following resolution be adapted:

BE IT RESOLVED that the Board of Directors of the above foundation do hereby authorize the President, Mr. Cem Akkus, and his successors in office to prepare and submit a charter school application on behalf of the Foundation and further we do hereby give him the power and authority to do all things necessary to implement, maintain, amend, or renew the contract.

The above resolution was passed by a unanimous voting in accordance with the bylaws and Article of Incorporation.

I certify that the above and foregoing constitutes a true and correct copy of a part of the minutes of a meeting of the board of directors of Read Foundation held on the 26th day of September, 2009.

Cem Akkus
Name of Board President

09 / 26 / 2009
Date (mm/dd/yyyy)



Signature of Board President

APPENDIX O

Additional key rules and policies for school operation

ORGANIZATION, PHILOSOPHY AND GOALS

Policy Development, Adoption and Review

The development and adoption of policies to govern operation of the School are the responsibility of the Board. In developing policy, the Board may solicit input from the community, staff and other professionals.

At any meeting of the Board, policies governing the schools may be enacted, amended or repealed by a majority vote. The formal adoption of policies shall be recorded in the minutes of the Board. Only those written statements so adopted and so recorded shall be regarded as official Board policy.

Implementation

The Principal is assigned the responsibility for insuring that all Board policies, rules and regulations are implemented. The Board authorizes the Principal to develop administrative guidelines in order to implement Board policy. The Principal shall notify all employees and students of their need to abide by Board policies and regulations. Administrators shall prepare staff, student and parent handbooks that interpret Board policies and state rules and regulations which affect each population set. The handbooks shall be revised annually and distributed within the first month of the school term.

Review

The Board shall review written policies on a continuing basis to ensure consistency and legality of Board action and administrative decisions. Policies shall be reviewed and revised as a result of newly enacted state and/or federal legislation, court decisions, as a result of research and/or policy development as presented by state and/or national organizations and agencies, or for other reasons as determined by the Board.

Posting Board Policies and Student Handbooks

During periods of time in which the School maintains a web site, the Board's policies and regulations along with student handbooks will be posted on the web site.

GENERAL ADMINISTRATION

Equal Opportunity

The School is committed to providing equal opportunity in all areas of education, recruiting, hiring, retention, promotion and contracted service. The School further commits itself to the policy that there shall be no unlawful discrimination against any person because of race, color, religion, disability, age, gender or national origin.

The School's equal opportunity policy extends to prohibitions against unlawful harassment of students or employees because of the individual's race, color, religion, disability, age, gender or national origin.

GENERAL ADMINISTRATION

Equal Opportunity

Civil Rights, Title IX, Section 504

The School assures that it will comply with:

1. Title VI of the Civil Rights Act of 1964, as amended, 42 U.S.C. 2000d et seq., which prohibits discrimination on the basis of race, color, or national origin in programs and activities receiving Federal financial assistance.
2. Section 504 of the Rehabilitation Act of 1973 (Section 504), as amended, 29 U.S.C. 794, which prohibits discrimination on the basis of disability in programs and activities receiving Federal financial assistance.
3. Title IX of the Education Amendments of 1972 (Title IX), as amended, 20 U.S.C. 1681 et seq., which prohibits discrimination on the basis of sex in educational programs and activities receiving Federal financial assistance. The provisions of Title IX apply to students with regard to educational opportunities and freedom from harassment, employees with regard to employment opportunities and freedom from harassment, and to individuals with whom the Board does business.
4. The Age Discrimination Act of 1975, as amended 42 U.S.C. 6101 et seq., which prohibits discrimination on the basis of age in programs or activities receiving Federal financial assistance.
5. All regulations, guidelines, and standards lawfully adopted under the above statutes by the United States Department of Education.

The School shall appoint an administrator(s) to assure compliance with Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, and the Age Discrimination Act of 1975. The School may designate only one employee to serve as both the Title IX and Section 504 Coordinator. In that case, the individual must assume the responsibilities of both coordinators. Those responsibilities are outlined in Regulation 1310.

It is the policy of the School to process all grievances in a fair and expeditious manner, with the intent of resolving them in a mutually agreeable manner. Regulation 1310 provides mechanisms for the resolution of grievances/complaints by employees, patrons and/or students relating to discrimination under Section 504 and Title IX.

GENERAL ADMINISTRATION

Parent/Family Involvement in Education

The Board recognizes the positive effects of parents/families' involvement in the education of their children. The Board is committed to strong parent/family involvement in working collaboratively with School staff as knowledgeable partners in educating School students. In order to implement the Board's commitment to parent/family involvement in education, the Principal will appoint a committee of parents, staff, and community representatives to serve as the school's Parent Involvement Committee. The Committee's responsibilities will include recommendations for program development, parent/staff training and program evaluation.

GENERAL ADMINISTRATION

Prohibition Against Firearms and Weapons

The presence of firearms and weapons poses a substantial risk of serious harm to School students, staff and community members. Therefore, possession of firearms and weapons is prohibited on school premises at all times except for law enforcement officials. As used in this policy, the phrase *school premises* includes all School buildings, grounds, vehicles and parking areas. This prohibition also extends to the sites of school activities, whether or not those school activities are conducted on School property.

Individuals found to be in violation of this policy will be dealt with severely. Students will be disciplined up to and including expulsion. Law enforcement officials will be notified and the individual violating this policy will be directed to leave school premises. Non-students violating this policy will be barred from all school premises and school activities for a period of one (1) year. Subsequent violations by the same individual will result in a permanent bar from school premises and school activities.

Student participation in school sanctioned gun safety courses, student military or ROTC courses, or other school sponsored firearm related events does not constitute a violation of this policy, provided the student does not carry a firearm or other weapon into any school, school bus, or onto the premises of any other activity sponsored or sanctioned by school officials. In addition, persons passing through school school property for purposes of dropping off or picking up a student do not violate this policy if they possess a lawful permitted weapon in the vehicle during this time.

GENERAL ADMINISTRATION

Public Access to School Documents

The School provides public access for the inspection and copying of the School's public records. As a general practice, the School requires advance payment of a copy fee that does not exceed ten (10) cents per page for pages not larger than nine by fourteen inches and a search and duplication fee that does not exceed the average hourly rate of pay for School clerical staff. However, copies of the School's public records may be provided without a fee or at a reduced fee when the Board determines that a reduction is in the public interest. In assessing fee reductions, the Board will consider the potential that the reduction will significantly contribute to public understanding of the School's operations and will consider the degree of commercial value to be gained by the person requesting a fee reduction. In accordance with state law, search time that would require more than clerical duplication of documents may be charged at the actual cost of research time.

Similarly the School will provide public access for inspection and duplication of the School's public records maintained on audio, video, or similar media. Public access includes but is not limited to computer facilities, recording tapes, discs, videotapes, films, pictures, slides, graphics, and illustrations. The School requires advance payment not to exceed the cost of copies, staff time (not to exceed the average hourly rate of pay for clerical staff), and the cost of the disk or tape used for duplication.

In order to facilitate public access to the School's public records, the Board will appoint a custodian of records. The custodian will be responsible for maintaining the School's public records as well as for assuring access to the School's public records. The identity, business address, and office telephone number of the custodian of records will be published annually and will be available at the School's administrative office.

The School will make available for public inspection, and provide upon request, to the parent, guardian, or other custodian of any school age pupil resident in Memphis City Schools the following information:

- the School's Charter;
- the School's most recent annual report card published according to state law; and
- the results of background checks on the school's board members.

GENERAL ADMINISTRATION

Public Complaints

Although no member of the school community shall be denied the right to petition the Board for redress of a grievance, the complaints will be referred through the proper administrative channels for solution before investigation or action by the Board. Exceptions are complaints that concern Board actions or Board operations only.

The Board advises the school community that the proper channeling of complaints involving instruction, discipline, or learning materials is as follows:

1. Teacher
2. Principal
3. Board

Any complaint about school personnel will be investigated by the Administration before consideration and action by the Board.

GENERAL ADMINISTRATION

Records

Custodian of School Records

The Board will designate the custodian of School records who shall maintain, protect, and make such records accessible to authorized persons.

GENERAL ADMINISTRATION

Protection of Student Rights

All instructional materials, including teachers' manuals, films, tapes or other supplementary material which will be used in connection with any student survey, analysis or evaluation shall be available for inspection by parents/guardians of the students. This requirement also applies to the collection, disclosure or use of student information for marketing surveys.

No student shall be required to submit to a survey, analysis, or evaluation as part of a school program or marketing survey that requires students to reveal personal information concerning:

1. Political affiliations of the student or student's family;
2. Mental and psychological problems of the student or his/her family;
3. Sexual behavior and attitudes;
4. Illegal, antisocial or self-incriminating behavior;
5. Critical appraisals of other individuals with whom respondents have close family relationships;
6. Religious practices and affiliations;
7. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians and ministers; or
8. Income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance.

The School will give parents notice of their right to inspect surveys and instructional materials used in educating their children, and of the right to opt their child out of participating in activities that concern any of the above eight areas.

GENERAL ADMINISTRATION

Administrative Reports

The Board may require reports from the Principal and other administrative officials concerning the status of School programs, educational needs and long-term School planning. The Board will take steps to monitor the success of the school in achieving its educational objectives.

The School will provide Memphis City Schools with all information necessary to confirm compliance with all provisions of the School's Charter and relevant state statutes in a timely manner as requested by Memphis City Schools.

STUDENTS

Nondiscrimination and Student Rights

The Board reaffirms its belief that every student regardless of race, creed, color, sex, cultural or socioeconomic status or disabling condition be given equal opportunity for educational development.

The Board recognizes the importance of providing each student with a school environment conducive to intellectual, emotional and social growth through participation in a full range of educational programs and activities. Board and staff commitments insure equal educational opportunities in course offerings, guidance and counseling, test procedures, extracurricular activities, discipline procedures and student support services.

(Additional Students Policies may be found in Appendix J – Emergency Handbook of Memphis School of Excellence Charter Proposal)

STUDENTS

Nondiscrimination and Student Rights

Equal Educational Opportunity

It is the policy of the Board to provide a free and appropriate education for students with disabilities. Students with disabilities are those who, because of certain atypical characteristics, have been identified by professionally qualified personnel as requiring special educational planning and services. Students with disabilities will be identified on the basis of physical, health, sensory, and/or emotional handicaps, behavioral problems or observable exceptionalities in mental ability. It is possible that a student may have more than one type of disability.

The School's programs and services available to meet the needs of these students will be in accordance with The Individuals with Disabilities Education Act, The Education for All Handicapped Students Act of 1975, The Rehabilitation Act of 1973, and Section 504. In addition, the identification of students with disabilities and the services provided by the School will be in accordance with the regulations and guidelines of the Memphis City Schools.

STUDENTS

Nondiscrimination and Student Rights

Harassment

It is the policy of the School to maintain a learning environment that is free from harassment because of an individual's race, color, sex, national origin, ethnicity, disability, sexual orientation, or perceived sexual orientation. The School prohibits any and all forms of unlawful harassment and discrimination because of race, color, sex, national origin, ethnicity, disability, sexual orientation, or perceived sexual orientation.

It shall be a violation of School policy for any student, teacher, administrator, or other school personnel of this School to harass or unlawfully discriminate against a student through conduct of a sexual nature, or regarding race, color, national origin, ethnicity, disability, sexual orientation, or perceived sexual orientation as defined by this Policy.

It shall also be a violation of School policy for any teacher, administrator, or other school personnel of this School to tolerate sexual harassment or harassment because of a student's race, color, national origin, ethnicity, disability, sexual orientation, or perceived sexual orientation, as defined by this Policy, by a student, teacher, administrator, other school personnel, or by any third parties who are participating in, observing, or otherwise engaged in activities, including sporting events and other extracurricular activities, under the auspices of the School.

For purposes of this Policy, the term "school personnel" includes school board members, school employees, agents, volunteers, contractors, or persons subject to the supervision and control of the School.

The school will act to promptly investigate all complaints, either formal or informal, verbal or written, of unlawful harassment or unlawful discrimination because of race, color, sex, national origin, ethnicity, disability, sexual orientation, or perceived sexual orientation; to promptly take appropriate action to protect individuals from further harassment or discrimination; and, if it determines that unlawful harassment or discrimination occurred, to promptly and appropriately discipline any student, teacher, administrator, or other school personnel who is found to have violated this Policy, and/or to take other appropriate action reasonably calculated to end the harassment/discrimination.

STUDENTS

Admission and Withdrawal

Homeless Students

The Board is committed to providing equal access for all eligible homeless students to a free, appropriate education in the same manner as is provided to other students. The Principal will review all School's policies to determine whether they act as barriers to the enrollment of homeless students. Special attention will be given to policies regarding immunization, residency, birth certificates, school records and guardianship.

STUDENTS

Admission and Withdrawal

Migrant Students

The Board is committed to the needs assessment and enrollment of migrant students living within the School's attendance area. The Principal is also responsible for implementation and maintenance of the School's program for migrant students.

STUDENTS

Admission and Withdrawal

Student Withdrawal From School

Students who withdraw from school for any reason are required to notify the principal and provide a specific reason for withdrawal.

The principal will submit a monthly report to the Board concerning the identity and reason of each student withdrawing from school. Drop outs will be reported to the Missouri Literacy Hotline.

The principals will respond within five (5) business days to requests by other schools for the records of students transferring from the school. Records transferred pursuant to such requests will include the written notification of criminal charges/adjudications by law enforcement officials for criminal acts.

STUDENTS

Attendance

Student Attendance

The Board believes that regular attendance is essential to achieving success in school. Education is a total process based upon continual communication and shared responsibilities among parents, students, teachers and school. As students mature and progress through the educational system, they should increasingly assume responsibility for regular attendance. However, parents have a legal and moral responsibility to require regular attendance at school.

STUDENTS

Attendance

Truancy and Educational Neglect

The Board believes regular attendance is important to academic success. Therefore, the Board directs that problems with attendance on the part of any student be investigated and acted upon promptly.

Truancy is defined as deliberate absence from school on the part of the pupil with or without the knowledge of the parent/guardian and for which no justifiable excuse is given. When a pattern of truancy becomes evident, the principal will investigate and take such action as circumstances dictate.

Any school official or employee who knows or has reasonable cause to suspect that a student is being subjected to home conditions or circumstances which would reasonably result in truancy will immediately report or cause a report to be made to the building principal, or his/her designee, who will then become responsible for making a report to the appropriate agencies.

STUDENTS

Student Educational Records

A cumulative educational record shall be maintained for each student from his/her entrance into school through the last date of attendance.

Each student's educational record will include information required by state and federal statutes, regulations or agencies and shall include other information considered necessary by school officials.

The School will comply with the mandates of the Family Educational Rights and Privacy Act (FERPA) and the Safe Schools Act regarding confidentiality of student records and disclosure of personally identifiable information.

The parents/guardians of students who are attending or have attended the School have the right to inspect and review the educational records of their students and to request amendment of their students' educational records. The School has adopted procedures for the granting of parental requests for access to the educational records of their students within a reasonable period of time, but in no case more than forty-five (45) days after the request is made.

All information contained in a student's educational record, except information designated as directory information by the School, shall be confidential and shall be directly accessible only to school officials who demonstrate a legitimate educational interest in the student's records and to parents/guardians or eligible students.

Upon request by military recruiters or an institution of higher learning, the School will provide students' names, addresses and telephone listings. Parents will be notified annually of their right to individually request that such information not be released without prior parental consent. Military recruiters will be provided the same access to students as is given to institutions of higher learning.

STUDENTS

Discipline

The School has the authority to control student conduct which is prejudicial to good order and discipline in the schools as provided by state law. School officials are authorized to hold students accountable for misconduct in school, on school property, during school-sponsored activities and for conduct away from school or in nonschool activities which affect school discipline.

Students forfeit their right to a public education by engaging in prohibited conduct. Disciplinary consequences include, but are not limited to, withdrawal of school privileges (athletics, intramurals, student clubs and activities and school social events); removal for up to ten (10) school days by the principal; and longer term suspension and expulsion from school by the Board.

The School will provide annual inservice training to all employees concerning the School's discipline regulations and their implementation. Annual training will also include, but will not be limited to, approved methods of dealing with school violence, discipline of students with disabilities, and the requirements of student confidentiality.

STUDENTS

Discipline

Firearms and Weapons in School

The School recognizes firearm and weapon possession as a potential threat to the health, safety and security of students, employees, and other persons. The School will not tolerate the presence of firearms or weapons on the premises of the school. This prohibition includes possession of firearms and weapons on school playgrounds, school parking lots, school buses, and at school activities, whether on or off school property. The School complies with the provisions of the Improving America's Schools Act of 1994, the Individuals with Disabilities Education Act, and other applicable federal and state law.

Nothing in this policy shall prohibit the School from permitting a Civil War re-enactor to bring a Civil War era weapon to school for educational purposes so long as the weapon is not loaded.

Students who violate this policy will be suspended for no less than one (1) year and are subject to permanent expulsion. However, the Principal may recommend to the Board a modification of the suspension on a case-by-case basis.

This policy will be annually submitted to the Department of Elementary and Secondary Education together with a report of disciplinary action taken for possession of a "firearm" or "weapon".

STUDENTS

Discipline

Student Use of Tobacco, Alcohol and Drugs

Smoking

The Board believes that smoking and the use of any tobacco product is detrimental to the health and well-being of staff and students. Therefore the Board prohibits the use, sale, transfer and possession of tobacco products at school and at school activities.

Alcohol and Drug Use

The improper use of controlled substances, alcohol and substances represented to be such is detrimental to the health and welfare of students and is detrimental to discipline in school. Such conduct as well as the possession of drug paraphernalia is prohibited and is subject to disciplinary action.

STUDENTS

Discipline

Drug-Free Schools

Pursuant to requirements of the 1989 amendments of the Drug-Free Schools and Communities Act and to the requirements of the Safe Schools Act, and for the purpose of preventing the use of illicit drugs and alcohol by students, the School shall provide age-appropriate, developmentally based drug and alcohol education and prevention programs to all students from early childhood level through grade twelve (12). Such programs will address the legal, social and health consequences of drug and alcohol use, and provide information about effective techniques for resisting peer pressure to use illicit drugs or alcohol.

The School shall provide information about any drug and alcohol counseling and rehabilitation and re-entry programs that are available to students. Students may be required to participate in such programs in order to avoid suspension or expulsion if they are found to be in violation of this policy. All parents/guardians and students shall annually be provided with a copy of this policy.

The School certifies that it has adopted and implemented the drug prevention program described in this policy in the form required by the Department of Elementary and Secondary Education or the United States Department of Education. The School conducts a biennial review of such program to determine its effectiveness, to implement necessary changes and to ensure that the disciplinary sanctions are consistently enforced.

STUDENTS

Discipline

Student Participation in Secret Organizations and Gangs

The Board prohibits membership in secret fraternities or sororities, or in other clubs or gangs not sponsored by established agencies or organizations recognized by the School.

The Board feels that the presence of gangs and gang activities can cause a substantial disruption of or material interference with school and school activities. A "gang" as defined in this policy is any group of two or more persons whose purposes include the commission of illegal acts. By this policy, the Board acts to prohibit existence of gangs and gang activities as follows:

No student on or about school property or at any school activity:

1. Shall wear, possess, use, distribute, display, or sell any clothing, jewelry, emblem, badge, symbol, sign, or other things which are evidence of membership or affiliation in any gang.
2. Shall commit any act or omission or use any speech either verbal or non-verbal (gestures, handshakes, etc.) showing membership or affiliation in a gang.
3. Shall use any speech or commit any act or omission in furtherance of the interests of any gang or gang activity, including but not limited to:
 - a Soliciting others for membership in any gangs.
 - b Requesting any person to pay protection or otherwise intimidating or threatening any person.
 - c Committing any other illegal act or other violation of School policies.
 - d Inciting other students to act with physical violence upon any other person.

STUDENTS

Discipline

Student Use and Care of School Property

The Board recognizes that acts of destruction, defacing, trespassing, burglary and theft of School property are contrary to the interests of students, staff and tax payers. The School officials will cooperate fully with all law enforcement agencies in the prevention of crimes against School property as well as in the prosecution of persons involved in such conduct.

The School will seek restitution from students and other persons who have damaged or destroyed School property. As permitted by law, the School will also seek restitution from the parent/guardian of children involved in such misconduct.

STUDENTS

Discipline

Bullying

The School is committed to maintaining a learning and working environment free of any form of bullying or intimidation by students toward School personnel or students on school grounds, or school time, at a school sponsored activity or in a school related context. Bullying is the intentional action by an individual or group of individuals to inflict physical, emotional or mental suffering on another individual or group of individuals.

Bullying occurs when a student:

- Communicates with another by any means including telephone, writing or via electronic communications, intention to intimidate, or inflict physical, emotional, or mental harm without legitimate purpose, or
- Physically contacts another person with the intent to intimidate or to inflict physical, emotional, or mental harm without legitimate purpose. Physical contact does not require physical touching, although touching may be included.

Students who are found to have violated this policy will be subject to a 10-30 day out of school suspension for the first offense. 180 day suspension will be imposed for the second offense, while the third offense will result in expulsion. The Board may reduce the length of suspension for elementary school students based upon the facts in each case.

STUDENTS

Student Welfare

Student Safety

The Board places a high priority on the safety of its students and employees. When a student or employee is the victim of a violent criminal offense, severe disciplinary consequences will be imposed. In addition and pursuant to the No Child Left Behind Act of 2001, student victims of a violent criminal offense that was committed on school premises will be offered transfer to another school. To insure awareness of this policy, the parents of student victims will be notified in writing of their right to a school transfer.

For purposes of this policy, a victim is a student who has suffered personal injury or injuries to his or her property as a direct result of a violent criminal offense. This definition does not include bystanders or witnesses to the act unless they suffered personal or property injury as a direct result of a violent criminal offense while on school premises.

The School will notify the Department of Elementary and Secondary Education (DESE) of all violent criminal offenses committed on school premises when the victim is a student or employee.

STUDENTS

Student Services

Guidance and Counseling Services

The Board supports a systematic program of Guidance and Counseling which will be provided to all students from kindergarten through twelfth grade. This program will be a total education process with a priority of assisting students in reaching their full potential in their personal and educational development.

The Guidance and Counseling program may include the following areas:

1. Counseling
2. Developmental Guidance
3. Testing
4. Orientation, Registration, and Scheduling
5. Referrals

STUDENTS

Student Services

Health Services

The Board of Education believes that in order to provide for the safety and well being of its students, it is necessary to implement and maintain a School-wide student health services program. The health service staff will be responsible to the principal.

The School will be responsible for providing first aid or emergency treatment for students in cases of sudden illness or injury. Where necessary, and with notice to the parent/guardian, emergency health services will be secured. The parent/guardian is responsible for their child's medical treatment.

FINANCIAL OPERATION

Financial Management

The Board will adopt a series of policies to provide direction regarding the School's budget and financial affairs which reflect the educational philosophy of the School and provide a framework in which the School's administration can effectively operate.

The budget and finance processes will conform to all state and local requirements as set forth by the State constitution, State statutes, Department of Elementary and Secondary Education rules, and Board policies.

Good business necessitates keeping accurate, legal and understandable records of receipts and expenditures. It is also essential that procedures be followed which will help to insure that the budget adopted by the Board is effective in providing parameters for the fiscal affairs of the School.

The purpose of the School budget and financial policies will be to provide direction for a systematized procedure that maintains continuity from year to year and informs the public regarding the education and financial operations of the School.

(Additional Financial Operations Policies may be found in Chapter 14 – Business Procedures of Memphis School of Excellence Charter Proposal)

FINANCIAL OPERATION

Financial Management

Preparation of Budget

Each year the Principal of the School is required to submit to the Board for their consideration a detailed annual budget showing estimates of income and expenditures for the ensuing fiscal year. The Board may accept, reject, modify or request revisions of the budget, but will adopt a budget by June 30, according to statutory provisions.

By law the approved estimated expenditures for each fund cannot exceed the estimated revenues to be received plus the unencumbered beginning cash balance for the fund. After the beginning of the fiscal year, the Principal shall review with the Board the adopted budget in relationship to the beginning cash balances for each fund.

FINANCIAL OPERATION

Financial Management

Purchases By and/or Solicitation of School Staff

Conflict of Interest

The School will not purchase supplies or materials from a staff member of the School, nor from a member of the household of the staff member, except in emergency situations as determined by the Principal. Neither will the School purchase supplies, materials or services from a member of the Board or from a member of his/her household, or from a firm in which he/she holds a major interest.

Endorsements

Employees of the School will not endorse products or services in such a manner that will identify the employee as an employee of the School.

Procurement Activities

In any purchasing activities all employees shall refrain from soliciting, discourage the offer of, and decline gifts if offered by any vendor wishing to do business with, or who is doing business with the School. Instead of making an offer of gifts, the vendor should be encouraged to discount the price of the goods to the school.

Solicitation/Distribution

The advertising of sale or distribution of any goods or service on school property, for any school activity, shall have prior approval from the principal. This includes but is not limited to: school personnel, students, parents/guardians, relatives, general public and commercial businesses.

Solicitations of School Staff

Agents, solicitors, and salespersons will be denied the privilege of seeing the school staff during the school day except with permission of the administration.

FINANCIAL OPERATION

Payroll

Expenditures for Instructional Staff

The Board shall expend for tuition, teacher retirement, and compensation for instructional staff an amount that reflects the requirements as outlined in state statute and Department of Elementary and Secondary Education regulations.

FINANCIAL OPERATION

Accounting and Reporting

Accounting System

The School will adhere to the accounting guidelines of the Tennessee Department of Education and Memphis City Schools.

FINANCIAL OPERATION

Accounting Reporting

Student Attendance Accounting

An accurate accounting of student attendance, transportation and food service records shall be kept by the School. The records will be in accordance with state law and appropriate regulations of the Tennessee Department of Education and Memphis City Schools.

Principal will be responsible for maintaining student attendance accounting, and for submitting monthly reports of such records to the Board, which will in turn be responsible for preparing reports to be submitted to the appropriate state offices.

FINANCIAL OPERATION

Auditing

Annual Audit

The books and accounts of the School will be audited by an independent certified public accountant in conformance with the prescribed standards and legal requirements. The Principal shall place before the Board the matter of the retaining of a certified public accountant. The auditor shall be selected by the Board. The audit shall be presented to the Board for examination.

A three-party contract will be obtained between the MCS, the Independent Auditor and the State of Tennessee Comptroller's office stipulating the responsibilities of each party.

The Principal will be responsible for filing copies of the audit with the proper authorities as prescribed by law.

PERSONNEL SERVICES

Employment

Equal Opportunity Employment

The Board of the School is an equal opportunity employer. The Board is committed to providing equal opportunity for all individuals in all areas of recruitment, selection, placement, training, assignment, transfer, compensation, benefits, discipline, retention, and promotion. The Board commits itself to the policy that there shall be no unlawful discrimination against any person because of race, ethnicity, national origin, religion, disability, gender, and income level, proficiency in the English language or athletics ability in their programs, admission, and for employment practices. The School will also not discriminate based on marital status, veteran status, and political affiliation. All decisions with regard to employment shall be in compliance with applicable state and federal laws.

The Board is required by the Immigration Reform and Control Act to employ only American citizens and aliens who are authorized to work in the United States. The purpose of this law is to preserve jobs for those individuals who are legally entitled to them.

(Additional Personnel Services Policies may be found in Chapter 12 – Human Resources & Employee Qualifications and Chapter 14 – Business Procedures of Memphis School of Excellence Charter Proposal)

PERSONNEL SERVICES

Employment

Instructional Staff Contracts

Employment contracts will be in writing and will be signed by the employee, the Board president and the Board secretary. Contracts will include the amount of annual compensation and the days of service. All such contracts will have opt out provisions for the teacher and the School.

Instructional staff members under contract include teachers, counselor, media specialists, and administrative staff. Beginning after the initial one (1) year contract, teachers who have demonstrated their competence through performance may be offered additional contracts.

The Board may elect to employ certain certificated individuals on a part-time basis, as needed. Part-time instructional employees will be contracted on a class-by-class basis, not as a percentage of full-time employment. Part-time employees will not be provided the benefits provided to full-time employees.

PERSONNEL SERVICES

Employment

Extra Duty and Extended Duty Contracts

Instructional employees may be contracted to provide sponsorship and coaching duties as recommended by the Principal and approved by the Board. Compensation for such positions will be provided in accordance with a Board approved extra duty salary schedule.

Instructional employees may be contracted for additional days beyond the regular contract period. Compensation for such extended duty will be calculated on the existing salary schedule. The Board may establish a separate salary schedule for summer school assignments.

Assignment to extra duty, extended duty and summer school is for one (1) year only and may be renewed or eliminated annually upon the recommendation of the Principal and at the discretion of the Board.

PERSONNEL SERVICES

Personnel Assignment and Transfer

Instructional Staff Duties, Schedules and Working Hours

The school year will be set annually by the Board. The start date, end date, and number of contracted days will be contained in staff contracts. The length of the teaching day will also be set by the Board.

Instructional staff are required to be on duty during the teaching day. In addition to the teaching day, instructional staff are required to attend scheduled staff meetings, parent conference days, IEP meetings, and other meetings as may be determined by the administration and Board.

PERSONNEL SERVICES

Personnel Assignment and Transfer

Support Staff Duties, Schedules and Working Hours

The school year and work calendars will be set annually by the Board. Work hours may be changed by the administration as needed.

Regular attendance is essential in order to maintain a high quality educational program. Support staff employees, with reasonable notice, will be subject to disciplinary action when their absenteeism is deemed to be excessive.

Overtime/Compensatory Time

Employees who work overtime must receive prior authorization from their immediate supervisors.

PERSONNEL SERVICES

Absences, Leave and Vacation

Personnel Leave

The Board shall adopt regulations for the following types of leave for School employees:

1. Sick Leave
2. Personal Leave
3. Bereavement Leave
4. Leave for Jury Duty
5. Military Leave
6. Leave of Absence
7. Family and Medical Care Leave

PERSONNEL SERVICES

Professional Activities, Training and Professional Growth

General Professional Development

The Board encourages all employees to be engaged in a continuous program of professional and technical growth in order that they may be qualified to provide quality educational programs and services for all students.

It is the policy of the Board that a program of in-service training be established to provide an opportunity for the continuous professional and technical growth for all employees. The in-service training program for each year will be outlined in the proposed budget for that year with estimated costs to be approved by the Board.

As a result of the operation of this policy, employees will become knowledgeable regarding new developments and changes in their specialized fields and will utilize new and improved methods in practice.

The administrative staff, employing administration and management techniques consistent with modern management development, will provide leadership that will assist each employee to make a maximum contribution to the School's effort to provide quality educational programs and services for all students.

PERSONNEL SERVICES

Performance Evaluation

Instructional Personnel Performance Evaluation

The Board's ultimate goal in education is to provide the highest quality educational experience to all students. The School performance-based evaluation system contributes to that goal by promoting the professional improvement of each staff member and, when necessary, by providing data to remove an employee whose employment is detrimental to students.

Performance-based evaluation is a process endorsed by the Board for performance improvement that includes identification of performance expectations, documentation of performance, discussion of performance, development of improvement plans, and making personnel decisions based upon performance. The evaluation process for every employee is an on-going process that takes place every day. Formal, summative evaluations will be prepared and reviewed with each teacher at least every other year. All other School employees will receive summative evaluations annually.

PERSONNEL SERVICES

Performance Evaluation

Staff Conduct

The Board requires all staff members to serve as positive role models for School students. The School exists to provide quality, cognitive, and affective education for School students. In achieving these objectives, staff are required to meet certain performance criteria including, but not limited to:

1. Properly prepare for student instruction.
2. Fully utilize instructional time for learning activities.
3. Maintain students under active supervision at all times.
4. Assess student performance in a regular and accurate manner.
5. Modify instructional goals to meet the needs of each student.
6. Comply with administrative directives.
7. Motivate students to achieve learning objectives.
8. Communicate with students in a professional and respectful manner.
9. Maintain relationships with students in a professional teacher-student model.
10. Review and comply with Board policies, regulations, and procedures as well as related building rules and practices.
11. Properly operate and maintain school property.
12. Utilize school technology solely for school business.
13. Maintain required records and submit requested reports in a timely manner.
14. Comply with all safety guidelines and directives.
15. Refrain from the use of profane and obscene language.
16. Dress in a professional manner.
17. Attend to all duties in a punctual manner.

PERSONNEL SERVICES

Staff Welfare

Sexual Harassment

Sexual harassment constitutes unlawful sex discrimination. It is the policy of the Board to maintain a learning and working environment that is free from sexual harassment.

It shall be a violation for any employee of the School to harass another staff member or student through conduct or communication of a sexual nature. It shall also be a violation of this policy for students to harass other students through conduct or comments of a sexual nature. Furthermore, it shall be a violation of this policy for any person who is not an employee or student of the School to harass a staff member or student of the School through conduct or comments of a sexual nature while such employee is engaged in the performance of duties for the School or while such student is under School supervision.

PERSONNEL SERVICES

Staff Welfare

Board/Staff Communications

While the primary line of communication between the staff and the Board remains through the Principal, the Board expresses a desire to maintain open communication with the certificated and support staff. Open communication between Board and staff facilitates continuing improvement of education and the proper disposition of personnel matters that may arise.

PERSONNEL SERVICES

Staff Welfare

Staff Involvement in Decision Making

The Board encourages the staff to provide input and participate in the development and implementation of School programs. However, the final decision on all policy matters will be made by the Board.

PERSONNEL SERVICES

Staff Welfare

Conflict of Interest

School employees are prohibited from engaging in any activity that would conflict, or raise a reasonable question of conflict, with their responsibilities in the School.

PERSONNEL SERVICES

Staff Welfare

Staff Dispute Resolution

The Board recognizes that in any workplace misunderstandings and disputes arise. If left unresolved, these disputes could undermine staff morale and can interfere with the educational mission of the School. The Board has adopted a formal process for dispute resolution that encourages specified employees to resolve concerns quickly and at the most immediate administrative level. This policy does not limit the right of any employee to file grievances.

PERSONNEL SERVICES

Staff Welfare

Personnel Records

Personnel files on all employees will be maintained in the School's administrative offices. It is the intent of the Board to maintain complete and current personnel files, including all information necessary to comply with the Fair Labor Standards Act, for all School employees.

The School will maintain the following information in personnel files: applications, certification documents, performance evaluations, current transcripts, employment contracts and performance related documents. Medical records, including health insurance records, will be maintained separately. Files containing immigration records will be kept separate from personnel files.

The personnel file(s) of an individual employee will be considered confidential to the extent allowed by law. Access to personnel files will be on a strict need-to-know basis by appropriate School administrators, legal counsel, or state agencies with authority.

Upon request to and in the presence of the appropriate administrative official, any employee will have the right during regular working hours to inspect his/her own personnel file, with the exception of the ratings, reports and records obtained prior to the employment of the individual, including confidential placement papers.

Information of a critical nature will not be entered or filed in the employee's personnel folder until the employee is given notice, as well as an opportunity to review the information and comment thereon. The employee will have the right to append a reply to the statement, which will also be included in the folder.

PERSONNEL SERVICES

Staff Welfare

Drug Free Workplace

The unlawful possession, use or distribution of illicit drugs and alcohol on school premises or as a part of school activities is strictly prohibited.

Employees under the influence of alcohol, drugs, or controlled substances while on duty are a serious risk to themselves, to students and to other employees. Employees who display physical manifestations of drug or alcohol use while on duty, may be subject to drug testing. Any employee who violates this policy will be subject to disciplinary action up to and including termination and referral for prosecution. Employees may also be required to satisfactorily participate in rehabilitation programs.

As a condition of employment, all employees must abide by the terms of this policy. Employees who are convicted of a drug offense which occurred on school premises or while on duty must notify the Principal of their conviction. Notification must be made by the employee to the Principal within five (5) days of the conviction. Within ten (10) days, the Principal will provide notice of such violation to the Impact Aid Program, United States Department of Education, or other appropriate government agency.

The School will institute a drug-free awareness program to inform employees of:

1. The dangers of drug and alcohol abuse in the workplace.
2. This policy of maintaining a drug-free workplace.
3. Available counseling and rehabilitation.
4. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace.

On the basis of medical certification, employees with the illness of chemical dependency shall qualify for the employee benefits and group insurance coverages that are provided for under group health and medical insurance policies. The confidential nature of the medical records of employees with chemical dependency shall be preserved in the same manner as for all other medical records.

The School's responsibility for chemical dependency is limited to its effects on the employee's job performance. If the employee violates this policy, refuses to accept diagnosis and treatment, or fails to respond to treatment, and performance is adversely affected, the employee will be subject to employment action in proportion to the performance problem. Implementation of

this policy will not require or result in any special regulations, privileges or exemptions from the standard administrative practice applicable to job performance requirements.

Upon the request of the Department of Elementary and Secondary Education or an agency of the United States, the School shall certify that it has adopted and implemented the drug prevention program described in this policy, in the form required by such agency. The School shall conduct a biennial review of this policy to determine its effectiveness, implement necessary changes, and to ensure that the disciplinary sanctions are consistently enforced.

This policy shall be distributed in writing to all present and future employees.

PERSONNEL SERVICES

Staff Welfare

Driver Drug Testing

The School recognizes that it shares the responsibility to prevent accidents and injuries resulting from the misuse of alcohol or the use of controlled substances by its employees who operate commercial motor vehicles. The School complies with the provisions of the Omnibus Transportation Employee Testing Act of 1991, which mandates that the School test its drivers who are required to hold commercial drivers licenses under specified conditions. The School will regularly evaluate its policies and procedures to ensure that it remains in compliance with federal regulations.

PERSONNEL SERVICES

Staff Welfare

Alcohol And Illicit Drugs

The School prohibits all employees from the possession, distribution, or presence under the influence of alcohol and non-prescribed controlled substances while on school premises. Violation of this policy will result in disciplinary action up to and including termination. In addition, such violation may result in substantially reduced or forfeiture of workers compensation benefits where the use of substances prohibited by this policy was in conjunction with or related to a work place injury.

Post Accident Drug / Alcohol Testing

Employees under the influence of alcohol, drugs, or controlled substances while on duty are a serious risk to themselves, to students, to other employees, and to School property. Where an employee holding a safety sensitive position is involved in an accident producing injury, the School will require the employee to submit to post injury alcohol/drug testing.

Post accident testing will be utilized after any accident

- involving the loss of life;
- resulting from a violation of Board Policy or Regulations, or municipal, state, or federal law;
- which results in an injury to a person who receives medical treatment;
- resulting in disabling damage to any motor vehicle or piece of School equipment;
- resulting from a violation of a safety regulation or safety directive.

Refusal to submit to post injury testing will result in disciplinary action up to, and including termination, and may result in forfeiture of Workers Compensation benefits for injuries related to the request for testing.

Employees holding a non-safety sensitive position will be subject to post accident drug testing where a School administrator has sufficient cause to suspect the employee's use of alcohol or non-prescribed controlled substance producing accident, in conjunction with or related to a work place testing. Such post accident testing will be utilized in the instance of the occurrence of any of the five instances set forth in this policy.

Safety Sensitive Positions:

The following list of positions are hereby classified as “safety sensitive” due to the serious risk of harm that can result from performing said job duties while impaired by drugs or alcohol; therefore, employees occupying such positions are subject to drug testing in accordance with published Board Policies and Regulations:

- Food service employees.
- Transportation employees.
- Custodial employees.
- Maintenance employees (HVAC, Electrical, Plumbing).
- Any School employee whose job duties involve the performance of supervising children, including, but not limited to teachers, teachers’ aides, lunchroom/playground monitors, etc.

SUPPORT SERVICES

Safety, Security and Communications

Weather, Earthquake and Fire Emergencies

At the direction of the Board, the principal will determine areas in each building which are best suited for the protection of students during civil defense emergencies, including adverse weather conditions. School will not be dismissed in the case of a civil defense alert or tornado warning.

It shall also be the duty of the Principal to provide for fire inspections on an announced and unannounced basis in each building. The Principal is responsible for remedying unsafe conditions reported by local fire marshals acting in their official capacities.

The principal will assume responsibility for preparing a fire drill and emergency exit plan for each building. The plan will permit students to leave the building safely and quickly. Fire drills will be held the first full week of school and quarterly thereafter.

The School may adopt emergency plans for the use of the School's resources during natural disasters or other community emergencies. These resources may include food assistance through the use of federal commodity foods, and the use of school buildings and buses.

SUPPORT SERVICES

Safety, Security and Communications

Emergency School Closings

The Principal may order the delay of opening, early dismissal or the closing of schools due to inclement weather, hazardous road conditions or specific emergency situations which would make the operation of school impractical or hazardous to pupils. Notification of such actions will be given over local radio and television stations. Unless individually approved by the principal, after-school activities will be canceled on the day which school is closed or dismissed early due to weather or other emergency conditions.

Instructional time lost due to weather and other emergency conditions will be made up as required by the State and as approved by the Board.

SUPPORT SERVICES

Safety, Security and Communications

Use of Tobacco Products

The Board recognizes that the use of tobacco products represents a health and safety hazard. Therefore, the use of tobacco products shall be prohibited in all School facilities, grounds and vehicles. This policy applies to all employees, students and patrons attending school-sponsored activities and meetings.

SUPPORT SERVICES

Safety, Security and Communications

Safety Standards

The Board directs the Principal to ensure that the administration and management of all School operations be in compliance with local laws and regulations pertaining to student and staff safety and state and federal laws and standards regarding occupational safety and health. At various times School supervisors will issue specific safety standards and will provide ongoing directives, oral and written, to maximize employee and student safety. Failure to comply with such safety directives will be considered serious misconduct and will result in disciplinary action up to and including dismissal.

SUPPORT SERVICES

Safety, Security and Communications

Security of Buildings and Grounds

The administration will develop procedures to ensure that school facilities are safeguarded against criminal acts and negligent use. All School employees are responsible for the care and proper use of School property. Maintenance personnel are responsible for the care, repair and annual maintenance of School equipment and facilities. After school access to School facilities is limited to authorized individuals and groups.

SUPPORT SERVICES

Safety, Security and Communications

Vandalism and Theft

The administration will take appropriate actions to punish individuals determined to have vandalized School property. Such actions include, but are not limited to school disciplinary action, restitution and criminal and civil charges.

Incident reports are to be sent to the Principal no later than the day following an incident. A telephone call to the Principal is to be made on the day of discovery as soon as practical.

SUPPORT SERVICES

Inventory Management

Inventory Requirements

Annual Inventory

The Board shall require a physical count of all stock supply and equipment items at least once each year. This inventory total shall be recorded on the School's accounts.

This is done to provide:

1. Complete local property information for ready reference.
2. Information for insurance purposes.
3. Audit needs to determine capital worth.
4. Accountability of the physical property of the School.

The building principal is responsible for the inventory. The person responsible for the room and its contents should take the inventory.

"Physical Property" for inventory purposes is defined as that property other than the building and built-in facilities such as bookcases, wall lockers and toilets. "Physical Property" includes such items as desks, chairs, typewriters, computers, audio-visual equipment, shop, home economics and physical education equipment even though attached to the building (i.e., stage curtains, auditorium seating, clocks and public address systems). "Physical Property" meets all the following criteria:

1. Retains its original shape and appearance with use.
2. Is nonexpendable (more feasible to repair than replace).
3. Represents an investment of money which makes it advisable to capitalize the item.
4. Does not lose its identity through incorporation into a different or more complex unit.

"Physical Property" does not include supplies, textbooks, reference books, material, chalk and erasers, picture frames, cutlery, glassware, etc. Supply items which are not included are those which meet one or more of the following conditions:

1. Consumable
2. Loses its original shape or appearance
3. Expendable (more feasible to replace than repair)

SUPPORT SERVICES

Inventory Management

Maintenance and Control of Instructional Materials

All School instructional materials and equipment, including media materials and equipment, will be classified and catalogued. All textbooks purchased by the School are school property and will bear identification of School ownership. Obsolete materials and worn out equipment will be replaced on a regular basis.

Textbooks will be made available to all students in sufficient quantity and at appropriate levels, enabling teachers to meet both the planned curriculum sequence and the special instructional needs of the students.

Principals are responsible for textbooks assigned to teachers, and for instituting an inventory of all books at the end of the school year. Each teacher shall keep an accurate record of books issued to students. Students will be held responsible for the proper care of all schoolbooks, supplies, apparatus and furniture supplied to them by the Board. Any student who defaces or damages school property shall be required to pay for all damages. Any student who loses school property shall be required to pay for its replacement.

INSTRUCTIONAL SERVICES

Curriculum Services

Curriculum Development

The Board recognizes the need and value of a systematic and on-going program of curriculum review. The Board encourages and supports the professional staff in its efforts to identify and review new curricular ideas, develop and improve existing programs and evaluate all instructional programs.

The Board directs the Principal to continuously carry out the curriculum development and implementation process. As used in this Policy, curriculum is the process, attitudes, skills and knowledge that is taught and learned at the appropriate levels.

INSTRUCTIONAL SERVICES

Curriculum Services

Curriculum Planning

The plan for curriculum development will address all requirements indicated by the Tennessee Curriculum Standards by the Tennessee Department of Education. These standards include performance (process) standards and knowledge (content) standards. All curriculum developed by the School shall satisfy moving students toward achieving Tennessee's definition of what students should know and be able to do by the time they graduate from high school.

INSTRUCTIONAL SERVICES

Curriculum Services

Curriculum Adoption

All curriculum developed by School staff shall be formally presented to the Board for official approval before classroom implementation.

INSTRUCTIONAL SERVICES

Curriculum Services

Services for Students with Disabilities

The School does not have a general curriculum for students with disabilities. Instead, it is the policy of the School to develop an individualized educational program (IEP) for each public school student with a disability who needs special educational services pursuant to the Individuals with Disabilities Education Act (IDEA) and an accommodation plan for students who are qualified only pursuant to Section 504 of the Rehabilitation Act. Each IEP is designed to meet the unique needs of the student and to offer a free appropriate public education. In addition, the School's IEPs will address the extent to which each student's disability affects his/her ability to access the School's general curriculum and what modifications, accommodations, and supplementary aids and services, if appropriate, are necessary to provide for such access. Each public school student with a disability will be educated to the maximum extent appropriate with children who are nondisabled. However, students with disabilities may be assigned to special classes, separate schooling or removed from the regular educational environment when the nature or severity of the student's disability is such that education in the regular educational environment with the use of supplementary aids and services cannot be achieved satisfactorily.

The School will provide special education and/or other services to students with disabilities in accordance with applicable law, including the IDEA, and its amendments, Section 504 of Rehabilitation Act of 1973.

If a student has had his/her curriculum substantially altered or modified pursuant to an IEP, 504 Plan, and/or in connection with a plan of homebound instruction so that the academic requirements (including but not limited to the requirements for achieving a specific letter or numerical grade) for one or more courses have been significantly reduced as compared to the regular course or courses, the IEP team or 504 team (or in the case of a student receiving homebound instruction who is not covered by an IEP or 504 Plan, the principal, counselor, and classroom teacher(s) for such course(s) shall determine whether the student shall be included in the computation of class rank. Students who are not included in the class ranking shall still receive a cumulative grade point average (G.P.A.) and shall be eligible for the honor roll.

(Additional Curriculum Services for Students with Disabilities Policies may be found in Appendix D – Special Education Forms and Timeline of Memphis School of Excellence Charter Proposal)

INSTRUCTIONAL SERVICES

Curriculum Services

Curriculum for At-Risk Students

The Board directs that curriculum be developed to meet the needs of students at risk of failure. This curriculum is to include strategies infused in all areas of regular education, K - 12, to address the special needs of students at-risk due to disadvantaged backgrounds.

As provided by state and federal guidelines and funds, the Board directs the administration to utilize funds from ESEA, Title I and state programs for alternative education strategies, among others, as resources for curriculum development for students at-risk.

INSTRUCTIONAL SERVICES

Curriculum Services

Curriculum for Gifted and Talented Students

The Board directs that curriculum be developed to meet the needs of students who have been identified as gifted and talented by multi-criteria assessment developed by professional staff. This curriculum is to include strategies infused in all areas of regular education, K- 12, as well as specific curriculum designed to enrich the regular curriculum in order to meet the challenge of educating the gifted student.

The Board directs the Administration to seek whatever resources are available to develop curriculum and programs in this area.

INSTRUCTIONAL SERVICES

Curriculum Services

English As a Second Language (ESL/ESOL)

The Board is committed to identifying and assessing the educational needs of students whose native or home language is other than English. Once identified, the School will provide appropriate programs to address the needs of these students. Students entitled to considerations under this policy include limited English Proficient (LEP) students whose English language skills are insufficient to lead to success in an English-only classroom.

The School will also take steps to ensure to the maximum extent practicable that the interests of ESL students are included in the development and implementation of School programs and services that are offered by the School to and for its student body.

To ensure that parents/guardians are properly notified of the ESL program, all new and enrolling students are to be given the Student Home Language Survey. The form shall be completed and returned to the school by the parents/guardians if they feel their child may be in need of such services.

INSTRUCTIONAL SERVICES

Instruction

Instruction for Students with Disabilities

It is the policy of the School to provide a free appropriate public education to all public school students with disabilities. Students with disabilities are defined as those students who have one of the categorical disabilities and who also require special education services or who have a mental or physical impairment that substantially limits one or more major life activities as defined by Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act and who require accommodations or special education and related services.

The School will provide special education and/or other services to students with disabilities in accordance with applicable law, including the IDEA, and its amendments, Section 504 of Rehabilitation Act of 1973.

When providing print materials to students with visual impairments, the School will adhere to the National Instructional Materials Accessibility Standards (NIMAS) or will provide such print materials in timely high quality accessible materials.

FACILITIES DEVELOPMENT

Facilities Planning and Design

Educational Specifications

To ensure that all new and remodeled facilities are designed to best implement the educational program of the School, the Principal will provide for the development of detailed educational specifications to apply to the design and construction of new or remodeled buildings. The preparation of educational specifications will serve the following purposes.

1. Clarify and consolidate the thinking of the staff, administration, Board and community on the needs, desires and objectives of educational programs to be conducted within the proposed new or remodeled building.
2. Organize important information in a manner that can be easily and clearly interpreted by an architect.

When educational specifications are prepared, an introductory section will be devoted to a brief description of the community, enrollment trends, and the educational philosophy of the School. Educational specifications are detailed descriptions of the following items:

1. Activities that will take place in the building.
2. Organization of instruction and curriculum to be housed in the building.
3. Specific architectural characteristics desired.
4. Facilities needed, equipment required and space relationship to other facility elements.
5. Pertinent budget and other governing factors.

The persons involved in developing educational specifications should include: the Board, which adopts policies, approves final specifications, employs the architect and provides the budget; the Superintendent, who provides administrative leadership, interpretation and evaluation; principals, staff members, students and patrons, who utilize the facilities; and the architect, who develops architectural plans for the facility.

Consultants may be used in the development of educational specifications when deemed necessary by the Principal and the Board.

FACILITIES DEVELOPMENT

Facilities Planning and Design

Procurement of Architects, Engineers, and Land Surveyors

The School may need to engage the services of an architect, engineer, or land surveyor when capital improvement or other School needs arise. The School recognizes that hiring architects, engineers, or land surveyors who have performed acceptable work for the School in the past promotes continuity, efficiency, and quality. The School also recognizes that a construction contractor retained by the School may wish to work with a particular architect, engineer, or land surveyor with whom it has a solid working relationship. The School will observe the procedures when selecting architectural, engineering, or land surveying services.

Under this policy, the terms architect, land surveyor, and professional include, but are not limited to, any individual, firm, partnership, corporation or other entity providing architectural, engineering, or land surveying services.